

## Leeds closed shop deal falters

by David Jobbins

The leadership of the college lecturers' union is to bring the strongest possible pressure to bear in persuading its members at Leeds to tear up their post-entry closed shop agreements with the city council.



Peter Dawson: 'strong advice'

recruits who do not already belong to Nefthe to join.

The executive of the National Association of Teachers in Further and Higher Education has authorized general secretary Mr Peter Dawson to write to the local liaison committee "strongly advising" them not to press on with the union membership agreement.

It has also accepted that it may be necessary to send a senior official and a member of the executive to Leeds for talks with the local officials.

Meanwhile, the main polytechnic site branch has voted for a postal ballot of Nefthe members to test the strength of support for the agreement, which requires all new

agreement which has caused potentially serious damage to the union's standing.

Mr Dawson refused to discuss the terms of the threatened letter this week, but did say that the union leadership would be delighted if the Leeds liaison committee rendered the move unnecessary by agreeing to surrender the agreement.

The moves of the polytechnic are directed towards forcing a liaison committee to give notice of termination of the agreement in January, so that it expires next summer.

But union leaders are unlikely to be satisfied by so slow a timetable, and would require speedier action. The main liaison committee accepts that they should not pursue the agreement, they should get out of it the next day," one said.

A postal ballot at Hatfield Polytechnic has found that 82 per cent of lecturers who replied thought the Association of Polytechnic Lecturers should be given local recognition.

## Poly entrance on merit proposed

by John O'Leary

A new drive to encourage colleges and polytechnics to relax formal admission requirements and treat applications on their merits has been launched by the Council for National Academic Awards.

The Council has issued a circular, entitled *Extension of Access to Higher Education*, to make institutions more aware of the flexibility in its regulations and persuade them to take a wider range of students. They are reminded that the "open access" principle, in offering places should be "a reasonable expectation that the student will be able to follow the course successfully."

Mr Graham Middleton, a CNAA Registrar, said this week that the timing of the initiative was not coincidental since it was an extension of discussion within the Council over the past two years. While some of the larger institutions were already aware of the possibility of admitting formally unqualified students, some of the newer members might not realize what discretion they had, he said.

"The proportion of students admitted to degree courses without any formal qualifications is fairly small and they are nearly all mature students," he said. "But there are a range of qualifications which can be considered, not all of which are strictly equivalent to A levels."

In the past three years the proportion of students joining CNAA degree courses without the traditional entry requirements has risen from 15 to 21 per cent. In 1979, more than 1,900 of the 42,000 joining degree or DipHE courses were mature unqualified applicants.

The circular, which is expected to boost this total still further, emanates from the Council's committee on entry qualifications, which is chaired by Dr Ray Rickett, director of Middlesex Polytechnic and chairman of the Committee of Directors of Polytechnics.

It tells institutions that A levels, while still the normal yardstick, are by no means the only way in which students can show evidence of suitability for admission. All applicants should be judged on their total educational background and experience.

However, the circular stresses that the CNAA is not willing to lower entry standards, particularly in the case of recent school leavers who have failed A levels. It urges institutions to distinguish between such students and those who have not had the opportunity to secure the normal qualifications or have followed different educational routes.

## Bow Group paper urges creation of 'Open Tech'

by Charlotte Barry

The Government should set up an Open Tech on the lines of the Open University, a Conservative Bow Paper urged this week.

The Open Tech would provide adult training and retraining in technical skills using "distance teaching" methods pioneered by the Open University.

The scheme is being given serious consideration by the Government.

The Bow Paper, by Mr Michael Colvin, the Conservative MP for Bristol North West, develops the long-held belief by Employment Secretary Mr Jim Prior that an Open Tech would make better use of existing training resources, widen job opportunities and reduce unemployment.

Its most radical proposal is for all training to be concentrated under a Minister of Training within a new Department of Education and Training. This would take over responsibility from the Department of Employment, the Manpower Services Commission and local authorities.

Mr Colvin sees the Open Tech as being self-financing with courses

funded mainly by industry. Training allowances and tax incentives for individual trainees could be considered.

"Any shortfall should be covered either by fees or commercial sponsorship. A Government-backed loan scheme might overcome resistance by employer firms and the EEC social fund could assist," the paper says.

Unlike the Open University, the Open Tech would not rely on a vast centralised machinery, but provide a simple framework for co-ordinating and improving access to existing training facilities provided by universities, polytechnics, colleges, government bodies, industry and commerce.

Details of these courses, practical work and additional printed material for study at home could be stored in a computer at the Open University, Mr Colvin suggests. Regional Open Tech offices, based on the Open Universities structure, would administer the scheme locally with the help of nearby Job Centres.

An Open Tech—a proposal for tackling Britain's skill shortages—by Michael Colvin, page 22,50 from Bow Publications Ltd, 240 High Holborn, London WC1.

## Move to quell diploma fears

New moves may be made to recognize a transitory working party which last met seven years ago to quell growing dissatisfaction over the universities' attitude towards the Diploma in Higher Education.

The group, composed of representatives of the University Grants Committee and the Council for National Academic Awards, laid down the original guidelines for the DipHE in its recommendations in 1972.

The group's original recommendations were the subject of a two-year study by the CNAA, which produced a report on the diploma's future.

However, few universities have taken notice of the DipHE on to the final year of degree courses even where they validate the award themselves. New figures produced by the CNAA show that only one diploma made such a transfer from one of the council's courses

last year, whereas 11 students were given pieces on the second year of university courses.

Since 1977, only Hull, Lancaster, Loughborough and Reading universities have given two years credit to full-time students joining degree courses with a CNAA diploma. An agreed system of credit transfer operates with the Open University for part-time study.

Officials of the CNAA approached the UGC earlier in the year with a proposal to reconvene the original working group on the DipHE, but were rebuffed because of imminent publication of the Royce report on credit transfer.

A subsequent meeting of diploma course leaders viewed the question of university cooperation as a major issue. The development of the DipHE, the group agreed, is a new approach to the UGC.

## OU angry at Government's fees imposition

The Open University has reacted angrily to a Government letter telling them to impose student fee increases of 40 per cent.

The university fears the massive rise in fees will cause widespread dropping out, leaving existing students and the 21,000 due to enrol with the OU next February.

The OU council will decide on a meeting on 10 May whether to

confront the Department of Education and Science over the proposed tuition fee level, which is likely to rise from £67 to £98 a year.

Summer school fees are expected to rise significantly from their present level of £62.

The DES has told the university that its financial grant for 1982 will be made on the assumption that students will be charged these

## Finance rules 'wrong for smaller colleges'

by Paul Flather

Local authority officers were expected to tell the Government this week that new rules for financing student unions were unworkable in smaller colleges with high levels of non-advanced work.

This will come as a major setback to Ministers and Department of Education and Science officials, who have been resisting strong pressure from local authorities and from students to modify or postpone implementation of the new rules.

Both the Council of Local Education Authorities (CLEA) and the National Union of Students (NUS) support the principles behind the new rules, which will bring student union funding under the scope of the college or university recurrent grant.

The new system would meet criticisms of the old system, based on automatic funding of an agreed capitation fee, by the Public Accounts Committee on grounds of lack of accountability.

But CLEA officers have pressed the DES for guidance on applying the new rules to students on non-advanced further education (NAFE) courses; how to ensure student unions will retain freedom to manage their own affairs; and how to find money for unions who spend more than the average £32 grant

for each student fixed by a Government.

CLEA officers have said they are surprised by the apparent lack of concern among DES officials to deal with these problems. The week they will tell Dr Rhodri Boyson, under-secretary of state for higher education, that some of the problems cannot be solved.

CLEA now want to continue with existing rules at colleges with high levels of NAFE work, where students have widely differing modes of attendance and pay rates varying from £25 to £50. These student unions already have a high degree of local accountability, they say.

The University Grants Committee however has said it will indicate how much money has been included for student unions in its grant allocations. But this still falls far short of DES demands for clear "marking" of funds.

Meanwhile the NUS, which has launched a national campaign to oppose immediate implementation of the new rules, has met DES statisticians to contest the £2 average per student to be added to recurrent grants from next year.

The NUS, which claims to be the only complete and most recent set of figures, say for 1979 the average figure was £38 and adjusted for inflation the figure for the current year should be £44.

## NELP may face strike call

Lecturers at North East London Polytechnic will be asked to strike if a rapid timetable for compulsory redundancies is not withdrawn.

The decision to go for a strike action was taken by the national executive of the National Association of Teachers in Further and Higher Education in the face of the likely failure of a search for volunteers for a premature retirement compensation scheme to produce more than 100 redundancies.

The polytechnic told the Department of Employment that it wants to make up to 62 staff redundant, but has agreed to put off issuing notices until the end of December pending the response to the PRC scheme.

National officials met the polytechnic management on Wednesday to seek ways of averting official action over what would be

the first redundancies of polytechnic lecturers.

Hope centred on persuading the polytechnic to continue with voluntary means, and to explore fully the possibilities of training and redeployment. A training and redeployment scheme is in early stages of discussion but cannot be completed for two to three weeks.

The results of the search for PRC volunteers were to be discussed by union representatives and the polytechnic management yesterday, as seems certain, not enough time to make forward and the management cannot be swayed from its rapid timetable, individuals facing redundancy will be told early next week.

The polytechnic's NAFTEC committee planned to meet during the week to vote on the strike call, which must receive a majority backing by the members.

## FE colleges lose recognition

Private further education colleges are to lose recognition by the Department of Education and Science after April 1982, Dr Rhodri Boyson, under-secretary for higher education, told the House of Commons this week.

The announcement, aroused some among the 160 institutions currently "recognised as efficient" that they will become indistinguishable to prospective students from the less reputable colleges which have sprung up in recent years.

Dr Boyson said the decision had been taken against the background of Government plans for reducing public service manpower. He added that the DES would be willing to advise and assist any representative organization in setting up a self-regulatory system of recognition or accreditation.

Although there is no obligation for a college to apply for recognition, the system has been regarded as some indication of standards. There have been persistent complaints from some foreign universities and students' organizations that the number of colleges outside the system have overruled and reduced the value of the system.

No new applications for recognition are to be considered by the DES from now on. The only remaining inspection procedures are related to the membership of the Association of Recognized English Language Schools, which number 50 of the 150 previously listed by the DES.

## NEXT WEEK

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New books in mathematics and physics

## Colleges hit worst by fees rise

by John O'Leary and Ngelo Crequer

Public sector institutions are bearing the brunt of a much more serious decline in overseas student numbers than the Government expects, a survey suggests.

Early replies to a questionnaire circulated to 200 universities, colleges and polytechnics by the United Kingdom Council for Overseas Student Affairs reveal a drop of more than 40 per cent in colleges of further and higher education.

Returns from nine universities tally with findings expected to be contained in a comprehensive examination by the Committee of Vice-Chancellors and Principals, showing undergraduate numbers down by 11.5 per cent. The UKOSA survey predicts a more dramatic decline, of almost 18 per cent, among postgraduate recruits.

With polytechnic results still to be completed, it is clear that the public sector has suffered most. A separate survey by the Committee of Directors of Polytechnics has found some institutions facing reductions of more than 20 per cent in their foreign intake, although the average is likely to be closer to the universities' figure.

The first 21 colleges replying to UKOSA showed that only 1,023 overseas students had enrolled on courses this year, compared with 1,618 in 1979. The decline was almost equally

felt in further and higher education.

Although UKOSA stresses that the results come from a small sample of institutions, it believes that the figures for the colleges provide a pointer to the long-term effects of the increase in overseas students' fees. The drop in further education numbers will mean that fewer students are already in the country with the intention of going on to university, while the colleges' later recruitment will reflect the impact of fee levels more accurately than university numbers.

The survey also confirms fears expressed by two Select Committees that the new fees would hit students from poor countries hardest. An analysis of countries of origin shows that only the United States has sent more students to Britain this year. While its numbers are up by 25 per cent, others are down by large amounts. Special circumstances will obviously have prompted the 93 per cent decline in numbers from Iraq, but the survey found a 35 per cent drop from Malaysia and 67 per cent from Sri Lanka. The council adds that definitive statistics from Hongkong show a decrease of almost 42 per cent.

The monitoring exercise being carried out by the Department of Education and Science is not yet complete but is expected to provide more evidence of declining overseas recruitment in the colleges. The Association of Principals of Colleges is examining numbers locally and has found wide variation in the rate of decline.

Mr Neil Merritt, chairman of the Standing Conference of Principals and Directors of Colleges and Institutes in Higher Education, blamed the colleges' position on the requirement for higher fees to the public sector than in the universities.

Dr Rhodri Boyson has asked the Universities Central Council on Admission for a detailed breakdown by subject of undergraduate overseas applications for 1981 entry, so far as they have been received. Although only a seventh of the eventual number of overseas candidates have yet applied, UCCA already reports a fall of 43 per cent and expects a substantially greater reduction eventually.

The subject breakdown shows that by November 1,780 overseas students had applied for engineering and technology courses, compared with 1,559 the same time last year. Last year engineering/technology students formed 35 per cent of the total of overseas students and this year the percentage is 31 per cent.

The respective figures for pure science show a drop in applications from 587 last year to 327 this year. In the social sciences, where the courses tend to be cheaper, the figures show 1,041 applications last year, 671 this year.

In medicine and dentistry last year there were 833 applications and this year the number is 449, in languages 136 last year and 105 this year and there has been a small numerical increase in arts subjects, from 63 to 66.

## Boyson in clash over student finance

Plans for a new system of funding student unions were thrown into turmoil this week as Dr Rhodri Boyson, under-secretary for higher education, had fast-moving doubts about the method and size of next year's allocation.

Dr Boyson clashed with civil servants over their proposals for funding unions through an addition to tuition fees and later accepted arguments presented by the National Union of Students that the amount of money set aside for them next year should be increased.

He agreed to allocate another £1m to student unions for 1981-82 in order to fulfil his pledge that the total fund available would be the same as for this year. The average contribution per student will rise from £32 to £44, making the total more than £22m.

The change of heart represented a reversal of earlier calculations by the Department of Education and Science that the amount of money to be allocated to the unions next year would continue unless the Government announced clear guidelines on future levels of funding and gave guarantees on the independence of local unions.

Dr Boyson said the union's campaign against the introduction of a new system next year would continue unless the Government announced clear guidelines on future levels of funding and gave guarantees on the independence of local unions.

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funded directly through college budgets.

It is understood to be sympathetic to their contention that funding via tuition fees would be too complicated and does not comply with the principles for a new system, announced by Mr Mark Carlisle, Secretary of State for Education, last February. The union's figures for the Reta Support Grant had been supplied to the Department of the Environment on the basis of the tuition fee system, provoked a sharp exchange between Dr Boyson and officials.

A decision was expected today on which method of allocation would be employed next year. Dr Boyson is insistent that there will be a change, although he has not ruled out further modifications for future years.

Mr David Aaronovitch, NUS president, said that the union's campaign against the introduction of a new system next year would continue unless the Government announced clear guidelines on future levels of funding and gave guarantees on the independence of local unions.

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## Technicians' 19.2 per cent honoured

by David Jobbins

University vice chancellors have decided to honour a 19.2 per cent offer to their technicians despite the Government's six per cent limit on public sector pay.

The possibility of withdrawing the two-stage, 18-month offer in favour of a flat six per cent was considered at the end of last week. But a clear majority felt the original offer not reduced by the technicians because of a fundamental disagreement over an attempt by their employers to impose a national holidays agreement, which the technicians regarded as an attempt to reduce their industrial strength and workers' rights.

Despite the employers' insistence on a holidays agreement, the technicians' negotiators are now recommending that the offer should be accepted.

It gives qualified technicians 9.5 per cent backdated to April and a further 9.5 per cent from July next year. Trades have a first instalment ranging from 8.5 to 9.5 per cent.

The holidays agreement which the employers regard as the price of the package gives technicians a minimum 34 days a year. Where universities offer more than 34 days, there will be no reduction.

The technicians' national advisory committee believes the agreement is the best possible and could not have been achieved without continual pressure and protest action for the past three months. The offer, which is likely to be accepted by technicians, is understood to have been drawn to the attention of the Cabinet.

Ministers and officials were unwilling to discuss university lecturers pay advance of yesterday's meeting of Committee B. But it was becoming increasingly clear that the chances of hanging on to the 13 per cent provision award which earned after direct talks between the unions and their employers were rapidly diminishing.

There was a general expectation that the Government would attempt to bring the rise, payable from October 1, more into line with the 6 per cent pay target for the public sector.

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Spain after Franco



# Senate decides for Lancaster

Lancaster University senate was meeting this week to decide the future of four departments and a regional studies centre, which earlier this year was recommended for closure.

In May a working party chaired by the vice-chancellor, Professor Philip Reynolds, recommended phasing out within three or four years of the Russian, Central and South Eastern European Studies, Arabic and Islamic Studies, European Studies and the North-West Regional Studies Centre.

But the proposals were shelved when the senate decided that the university had not had sufficient opportunity to consider and agree broad strategies for the 1980s. The question was referred back to the senate and a university development committee has now made final proposals.

The original working party report was made after a scrutiny of every department of Lancaster. It was based on the premise that there would have to be reductions in expenditure to match expected deficiencies, and action would be necessary to cope with a fall in the size of the student age-group.

The working party was also concerned about the effect on finances of the Government's decision to charge overseas students full cost fees.

# £275m expansion plan for YOP

by Patricia Santinelli

The Government was expected to confirm today that the Youth Opportunities programme would be expanded to take up to 440,000 young people as part of a package of measures for the unemployed being introduced at a cost of between £250 and £275m.

Mr Jim Prior, secretary of state for employment has been fighting for money for such an increase which he sees as a priority in the light of latest forecasts which predict 600,000 unemployed teenagers by 1981.

Already the Manpower Services Commission has found that its plans to allocate places for 250,000 young people on YOP at a gross cost of £175m had to be revised upwards to take in an unexpected extra 50,000 school leavers.

The Government's decision means that the Manpower Services Commission's wish to change YOP into a more permanent education and training programme is a step nearer.

The commission plans to offer a wider scheme of opportunities, usually lasting a year, which will be geared to all groups of youngsters.

This was highlighted this week in a discussion paper presented by the commission to the Special Pro-

grammes Board. The document proposes a framework for improving the quality of the programme by outlining six possible models for the more able youngsters.

For example in areas of high unemployment the more able youngsters would be trained to semi-skill level by employees.

The length of stay varies from 22 weeks to a maximum of one year with at least four of the schemes offering a higher proportion of further education than previously.

The model dealing with youngsters having O and A levels which is described as an upmarket Work Experience on Employers Promise scheme offering placements in professional, commercial and administrative areas is a relatively uncharted field for the commission.

The MSC says it does not envisage paying for educational day release for these young people. This will have to be discussed with local education authorities and the University Grants Committee.

The paper indicates the great emphasis the MSC is putting on developing what it calls a "serious vocational programme" where quality improvement is of paramount importance. It says: "Vigorous efforts must be made and must be seen to be made. Without it the credibility of YOP could evaporate."

Its framework for improvement is



Mr Prior: fought for cash.

# Architecture course may be saved

by John O'Leary

The break-up of the Gloucestershire Institute of Higher Education has brought the prospect of saving a unique course in architecture and introducing a radical new design structure.

Approval for the diploma was at the Cheltenham School of Architecture was withdrawn last year after it had failed to meet minimum requirements for student retention over two years in succession. The course had been the victim of a moratorium on new degree proposals from the institute imposed by the Council for National Academic Awards.

Initial plans for the institute were thwarted by legal difficulties in ousting local authority and church colleges, so that it functioned as a federation of autonomous bodies. Attempts to overcome obstacles to complete unification were abandoned earlier in the year and two new institutions formed: the College of St Paul and St Mary and the Gloucestershire College of Art and Design.

Soon afterwards, the CNA granted degree status to another diploma course, in landscape architecture and planning, and hopes were raised for the doomed architecture course. Now a radical programme has been approved by the College of Art and Design and has won the support of Gloucestershire's chief education officer, Mr Richard Clerk.

The new course, which could be launched next year, would meet the practical orientation but would be run on a four-year time-table.

Students would be expected to have worked in architectural practice for at least two years or to have completed an art college foundation course at a selected institution. They would then be required to attend a pre-entry summer school designed to foster links with the community and to select the college for 40 weeks per year.

Mr Graham Powell, head of the department of architecture, said he was confident that the course would fulfil validation requirements and a resubmitted course, subject to approval of the stricter entry criteria.

# Chilver report runs into new trouble

by Paul McGill

The tide is now running strongly against the Chilver report which recommended in June that Northern Ireland's two Roman Catholic teacher education colleges should merge and move to the site of Stranmillis, the state college, to form a new Belfast centre for teacher education along with Queens University.

The most vehement opposition to the proposal, made by the education review group under the chairmanship of Sir Henry Chilver, has come from Catholic groups. Last week, however, a third education and library board supported the report's main recommendations.

Increasingly the debate has become a choice of chopping either the colleges of education or education faculty at the New University of Ulster and the weight of public comment so far is that NUU should be the victim.

One example of Catholic feeling is that a deputisation from Derry presented Lord Elton with a petition signed by 11,000 people, opposing the suggested federation in Belfast and telling the education Minister that he should be prepared to make harsh decisions about other institutions.

The feeling was given voice by the predominantly Catholic Social Democratic and Labour Party at its annual conference this month. It endorsed a response to the Department of Education which claimed that Chilver gave the Catholic colleges nothing more than protected species status.

The north eastern board sided with the colleges by demanding that they should have a predominant and central role in teacher education and declaring "that teacher training is of such importance in this land it should not be regarded as a lesser to the viability of any institution of higher education".

The Smith of the five boards, the south eastern, held a special meeting at which opponents of Chilver stoutly argued the Catholic colleges' case. However, at the next meeting, the board decided not to make any submission to the department on the subject.

# Eleventh hour reprieve for NELP 62

by David Jobbins

The immediate threat of the first enforced redundancies among polytechnic lecturers has been averted as a result of last-minute talks with national union officials in the face of an all-out strike threat.

Redundancy notices expected for up to 62 lecturers at North East London Polytechnic on December 31 will now be issued in the wake of an agreement by their employers to allow more time for exploration of a premature retirement compensation scheme, redeployment and retraining in an effort to meet job-shedding requirements.

But notice in the Department of Employment of the intended redundancies is not being withdrawn and both lecturers and their employers accept that the picture will change drastically if there is a further major cutback in NELP's finances.

And secondary to the joint education committee administering NELP, Mr A. E. Hartley, confirmed that if compulsory redundancies eventually proved necessary there would be no change in the effective date of redundancy notices would occur—August 31 next year.

Mr Tim Butler, chairman of the Natfio liaison committee, said: "This is obviously a victory for Natfio given the fact that the em-

ployers were intending to make people compulsorily redundant and take very severe action that the polytechnic administration has been brought back to some sanity."

In a statement to staff after last week's meeting with union officials, polytechnic director Dr George Bryan said: "I am pleased to be able to announce that at this time it will not be necessary to declare any compulsory redundancies of teaching staff in 1981-82."

He said that the indication from Natfio national officials that more time would be given to a solution of NELP's staffing problems without recourse to compulsory redundancy and the 46 applications and serious inquiries about premature retirement, will enable the employer to give notice of compulsory redundancy.

But he added: "Staff will be aware that the financing of public services will be a continuing problem. There could be no guarantee that implementation of PRC will be sufficient to come with more severe Government action in future."

It was the threat that response

in the PRC scheme might not be sufficient which led to the strike call from the Natfio national executive.

Meetings are to take place next week to assess the eligibility of applicants for PRC—and to decide whether the individuals can be released.

Meanwhile academic staff were late this week attempting to thwart polytechnic plans to close the applied economics department—threatened by omission from the development plan for the 1980s and 1990s.

The polytechnic management's view is that consultations over the development plan ended with the one-day seminar at the beginning of this month, when it was clear that the department—and its well-supported courses—remained the main target.

But Natfio believes it has safeguarded its right to full consultation in employment implications of the plan, which goes to a full meeting of governors early next month.

Union leaders detect a change of emphasis in the plan—that the idea of removing departments away from Waltham Forest to "half-way" accommodation has been dropped in favour of bringing forward new building development and moving courses straight to their final destinations.

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# Mature entry needs 'should be changed'

More universities and polytechnics should modify their entry requirements for mature students, a Leicester University professor of education told a conference at North London Polytechnic.

Professor Henry Jones told the conference on adult learners in higher education that very little had been achieved to improve the number of full-time mature student entrants.

Opportunities for part-time study have actually declined in recent years, he said. The proportion of part-time students in higher education fell from 6 per cent in 1965 to just over 1 per cent 10 years later. Yet 71 per cent of mature students are part-time.

Among the obstacles facing adults wanting to enter full-time study, said Professor Jones, was the prestige attached to full-time study, the preference given to "normal" entrance requirements, and the widely held belief that on increase in the number of mature students would lower academic standards.

"But A levels are unnecessary for mature students and a poor predictor of degree results," he said. "In addition research has shown that mature students do better than their traditional counterparts."

Professor Jones advocated modification of entrance requirements, the provision of more part-time and modular study, paid educational leave, and more opportunities for transfer of credits between institutions.

"The gaps in educational opportunities for adults are a short-sighted, short-term economy which will result in long-term cost," Professor Jones said. "The Open University, Naomi McIntosh, of the Open University, told the conference."

# Kinnock urges more spending

Adult and continuing education should be expanded through a major outlay of public funds, said Neil Kinnock, opposition spokesman on education, said in Manchester.

Speaking at a public meeting organized by the Workers Educational Association, Mr Kinnock urged the Labour government to spend more on education and to set up a central co-ordinating body and an Advisory Council on Adult and Continuing Education.

There should also be an opportunity for mature students to go to university and an increase in the number of grade under-represented "adults" should be increased. "All education is vocational," he said.

# Lecturer wins picket case

A lecturer who lost half a day's pay for failing to cross a picket line to teach has won his case against Middlesex Polytechnic.

When the National and Local Government Association administered a lightning strike in November last year, lecturer Mr John Shaw found a picket line around the building where he was due to teach.

The students were observing the picket line and there was no one to teach, Mr Shaw said this week.

"On the basis that I had not taught the class—even though there were no students there—I was docked half a day's pay."

Now, following a successful education committee decision, the "join" education

committee administering Middlesex under the small claims procedure has now won his case at Edmonstone court.

He was awarded the lost pay and costs.

It is believed the outcome of the case may affect other academic staff at the polytechnic who have extended periods of disruption in the past.

Mr Shaw, who is now a lecturer in the polytechnic's staff union, said the case was a victory for the staff.

The polytechnic secretary, Robert Horning, said the case was a victory for the staff.

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# £5.7m paid back to SRC

The Science Research Council has now been officially informed that it is to receive a total of £5.7m, more than 50 per cent of the cash owed from its contributions to CERN, the European organization for nuclear research.

The Department of Education and Science has told the council that the Treasury has agreed to provide it with the money, the result of savings made by the SRC in the course of the SRC's work, but was not told it would not be getting the cash, although the Treasury has now agreed to give the council most of the money, following an agreement made on its behalf by the DES.

The cash should prove crucial in allowing the SRC to carry out its present financial duties, for without the £5.7m the SRC would have been forced to close down its financial duties.

The SRC has been particularly hard hit by the cuts in the SRC's income, which have been particularly hard hit by the cuts in the SRC's income, which have been particularly hard hit by the cuts in the SRC's income.

# Boyson letter saves teachers' advice service from closure

The threat to the London-based Teacher Education Advisory Committee, due to close next spring, has been lifted after a letter of support from Dr Rhodes Boyson, under secretary of state at the Department of Education and Science.

The letter, which stresses the importance of the work of TEAC, has convinced the three of the sponsors, the Institute of Education, the University of Sussex and the London Regional Advisory Council, that the committee's life should be extended to at least 1982.

The fourth sponsor, the Council for National Academic Awards, has not yet confirmed that it will continue funding the body.

TEAC, which emerged after the second wave of teacher training rationalization, was formed to co-ordinate teacher training in London and the Home Counties and fill a vacuum created by the demise of the area training organizations.

Initially it came together as a two-year venture in the expectation that during the time the DES would be setting up a regional system of provision and to ensure the avoidance of wasteful duplication.

However, lack of initiative from

# Over the sea to Scotland?

English colleges are apparently transfixed by the impression that Scotland is now not only independent but that it has already made strong representation to the Department of Education and Science urging local education authorities to stop taking Scottish students by "this inaccurate terminology."

Agricultural college authorities who now appreciate the position will in future use the phrase "economic route."

A puzzled spokesman from Durham College, however, said they had always called Scots overseas students and no one had complained until now.

# Dispute over reference settled

Arbitrators have settled a long-running dispute over the alleged interception of a request for references by a college principal.

The case, which had also been examined as part of an inquiry by the Inner London Education Authority, centred on complaints by Mr Harold Trace, a former head of Government in the South West London College, about the conduct of the college principal, Mr Lyndon Jones.

Mr Jones had intercepted a request for a reference addressed to his late vice-principal, Mr Norman Hubbard, was dismissed, although it was accepted that the letter was marked "confidential" and addressed to Mr Hubbard. Since the letter was opened by a secretary and brought to Mr Jones' attention, members of the National Union of Teachers' panel found there had been no interception.

The arbitrator also rejected Mr Trace's claim that unfavourable comments attributed to Mr Hubbard in the subsequent reference written by Mr Jones constituted malice since they were, at worst, exaggerated in previous references.

However, they added that, given the poor relationship which existed between the principal and Mr Trace it should have been obvious that Mr Jones' remarks had deliberately not been put forward as a reference. Had Mr Jones consulted personnel files, as he has been doing, he would have seen more favourable comments in previous references by Mr Hubbard, his action would have been quite wrong.

Even without such knowledge, the arbitrator said, Mr Jones acted "unwisely, but, albeit unwittingly, left Mr Trace with a feeling of grievance."

They found that Mr Trace had been guilty of defamation in making his allegations of malice but made no award of damages. Both Mr Jones and Mr Trace, who is now assistant principal of the West London Institute of Higher Education, have applied to the lecturers' union, Natfio, for reimbursement.

# Allocation plan for poly fund pool

by Peter David

The Government has at last decided how to distribute funds to polytechnics next year from the "capped" Advanced Further Education (AFE) pool, the central fund which subsidizes local education authorities for their higher education spending.

At the last meeting of the Department of Education and Science working group which has been investigating the problem, civil servants made it clear that a Government would not make any attempt to introduce national standard costs for students in the maintained system of polytechnics and colleges.

Instead, the DES intends to opt for a three-part scheme designed to minimize problems caused by the subsidies placed on the AFE pool.

Under this scheme big increases in local authority rates will be avoided by a "complex system" of "mitigation", aimed at sharing out rate increases among all local education authorities. In addition, spending per student in individual institutions will be "frozen" at their historical level and the distribution of funds from the AFE pool will be adjusted at the end of the year to correct any errors.

Polytechnics and colleges will not know how big their budgets will be for 1981-82 until the Government has determined the overall size of the pool. An announcement is expected next month after the DES has completed its survey of public higher education and that of a consultative document on the matter is imminent.

In the meantime it is very helpful to the department in exercising its responsibility in relation both to the control of costs and to the general planning of teacher training provision to be able to look to regional bodies such as TEAC for advice," says Dr Boyson. "Therefore, from our point of view it would be regrettable to see the demise of a committee which has so far fulfilled a very valuable function."

Dr Boyson goes on to say that "no one should doubt that even in a new management structure there will be a continuing need for machinery to oversee the regional system of provision and to ensure the avoidance of wasteful duplication."

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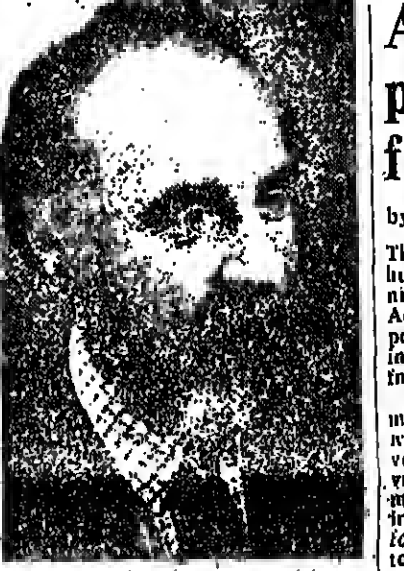
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A diving archaeologist from St Andrews University has been investigating a Caribbean wreck site which may be that of a vessel used by Christopher Columbus. Mr Colin Martin (above), head of St Andrews' Institute of Maritime Archaeology, and a world authority on the subject, has been called on by the Tucks and Calco government in the Caribbean to assess the wreck site's potential and nature. Mr Martin has just returned from the site and is to report to the Foreign Office on his findings. Reports in America claim the wreck is the Pinta—a small trading caravelle in the fleet which was lost during a voyage in 1500, eight years after she had taken part in the original discovery of America in 1492.



# Scots rally to save colleges



Demonstrators march in Falkirk

by Olga Wolrus  
Scottish Correspondent

More than 1,000 students, lecturers, MPs, trade unionists and church representatives took part in a rally and demonstration in Falkirk opposing government proposals to close three of Scotland's education colleges.

Labour MP Mr Harry Ewing, whose constituency includes the threatened Callendar Park College in Falkirk, made a scathing attack on the Scottish secretary and Scottish Education minister, both of whom had firmly opposed college closures in 1977. This had simply been a cynical campaign to deceive for votes, said Mr Ewing.

The Association of Lecturers in Colleges of Education in Scotland is making great capital of quotes made against proposed closures by Tory ministers while in opposition.

The demonstrators heard a statement made by Mrs Margaret Thatcher during a 1977 Scottish Conservative party political broadcast in which she said the scheme which looked best on paper was not always best in practice and urged retention of all the colleges.

"I think sometimes it's better not to merge or destroy colleges but to say well, keep them all going, because the more widely they are distributed, the more chance people who live near them have to go and train at them and still live at home," Mrs Thatcher had said.

ALCES, which maintains the proposed closures would cost almost £500,000, said all colleges must be retained to give an adequate geographical spread of teacher education. The Yorkshire/Humberdale area which serves a population smaller than that of Scotland has some 14 institutions providing teacher training facilities, said ALCES, and Scotland's situation is exacerbated with a more dispersed population.

"To reduce the colleges and facilities still further would certainly create vast areas of educational deprivation among large sections of the population of Scotland and would display an astonishing ignorance of the needs, demographic patterns and geography of this country," said ALCES.

ALCES also revealed that a confidential working party has been set up between the SED and Callendar Park College, one of Scotland's two Roman Catholic education colleges, which faces merger.

ALCES said three options were being considered: that Callendar Park be closed and merged with either Forth House or Dundee College of education, or that it be

retained on site, but with formal links with other institutions.

Craiglockhart obviously prefers the third option, but Dr Robin Lobban, chairman of ALCES, maintained the SED favoured the first, although he said Craiglockhart's student population could not possibly be accommodated in Moray House. The SED has confirmed that discussions are being held with Craiglockhart, but would not comment further.

ALCES has reiterated its rejection of the Scottish Secretary's proposals on college closures, urging that his document be given the status of a consultative paper, and warning that the association fully supports the colleges and branches directly threatened.

Callendar Park has also issued a response to the Scottish Secretary's document, accusing it of providing an rationale for closure, and dismissing its cost analysis as totally inadequate, with misleading estimates and comparisons of dissimilar situations.

Callendar Park's principal, Mr Tom Rae, commented: "One may legitimately doubt whether the secretary's proposals for future or present have any sound basis in thought and whether he really does have criteria for educational judgement."

## Marshall's plan for overseas fees

Developing countries should make individual approaches to the Government on the question of their students' fees in Britain, rather than pressing for a change in overall policy, a meeting of the Council for Education to the Commonwealth was told this week.

Sir Mervyn, vice-chancellor of Hull University and chairman of the Commonwealth Education Liaison Committee, warned that there was little hope of prompt concessions for large numbers of overseas students. But he detected room for optimism in linked areas.

Commenting on proposals emerging from this summer's Commonwealth Education Conference, Sir Mervyn said he regarded the minister's recommendation for further bilateral agreements to expand provision for students from developing countries as the most likely to bear fruit. Ministers had agreed to ask their governments to make a "series of places available at home rates for students from countries lacking higher education facilities."

An agreement on which countries might qualify under such a scheme could be the subject for a convention of member states, he said. But there was no sign of any such plan and government would be well advised to pursue their own agreements without waiting for a framework to emerge.

Sir Mervyn said he thought there was also a good chance that the Government would accept the conference's proposal to charge lower fees for students coming from Britain on the Commonwealth Scholarship and Fellowship Plan. But more work would be needed on the definition of the third category of students recommended for preferential treatment: those on national or international scholarships.

## Teaching union supports creche policy

Scotland's largest teaching union, the Educational Institute of Scotland, has called on regional authorities to provide creche facilities in further education colleges.

The EIS says this would be in the interests of equal opportunity for women and men, and would bring the further education lecturers' national sector policy in line with that of the National Association of Teachers in Further and Higher Education, which already has a policy of pressing for the introduction of creches.

The EIS points out that while the Equal Opportunities Act exists in law, equal opportunity for men and women at work does not exist in practice. Although maternity leave does in some way with the problems of mothers immediately before and after the birth of a child, further problems remain.

Many of these are due to the lack of nursery facilities, says the EIS. Further education colleges would mean their own male and female staff would be able to resume their working lives as soon as they would wish to.

Since it would actually be female staff members who would be disadvantaged in this respect, the introduction of creches would further equal opportunities for women.

In a letter to regional authorities, EIS further education officer, Mr Arthur Houston, says: "We also believe that creche facilities should be shared equally in these facilities as we now find an increasing number of students with young families."

In a period of increasing unemployment, add Mr Houston, this is likely to become more frequent, as young people opt for further education rather than unemployment.

Mr Houston points out that the education authorities they are already already exist in several Scottish institutions.

## Surrey takes over Guildford Institute

Surrey University is to take over the Guildford Institute to ensure the latter's future and provide joint collaboration in some teaching, research and cultural activities.

The intention is to maintain and improve the Institute library and continue to preserve and catalogue the valuable collection of local archives and make them available to scholars.

There will also be joint programmes, both vocational and non-vocational, and day and evening adult education classes. This will relieve pressure on university teaching space and provide a base in the centre of Guildford, which will help to strengthen links between the university and community.

## Natthe calls for youth traineeships

by Patricia Santinelli

A call on the Government to introduce a one-year traineeship which would provide universal education, training and employment for all 16 to 19-year olds by 1990 has come from the leading lecturers' union.

Speaking at a joint conference organised by the National Union of Teachers and National Association of Teachers in Further and Higher Education at Leicester Polytechnic last week, Mr Nick Parry, NUT's assistant secretary for further education, said it was imperative that the forthcoming Macpherson report and any expansion of the Youth Opportunities Programme should be judged against the needs of the generation that would be the subject of the report.

Such a universal system would take the account of other major factors, the expected peak of school leavers, the impact of the MSC Special Employment Programme and the education of young people, the 300,000 youngsters in employment without further education or training, the lack of work experience for teenagers who

## Lecturers want security in wake of CNAAs visits

by David Jobbins

Better protection for polytechnic and college staff criticised by Council for National Academic Awards visiting teams is being sought by the lecturers' union.

In an echo of the bitter row after the Teesside affair, when director Dr John Houghton was associated with severe criticism of the polytechnic management structure, a new policy document calls for fresh CNAAs guidance to visiting parties.

The National Association of Teachers in Further and Higher Education describes the occasional criticism of named or identifiable staff members as the "most invidious aspect" of the CNAAs system.

"These individuals have practically no way of redressing their position within their institutions or their local authorities, and their future employment and promotion prospects are likely to be seriously impaired," the union says.

It is to be hoped that the CNAAs' committee for institutions will have regard to this problem and issue appropriate guidance to visiting parties.

Dr Houghton retired prematurely shortly after what is regarded as the most severe CNAAs quinquennial report ever compiled.

Part of a key Nafthe conference resolution in 1979—the year after the report on Teesside—said that all observations by visiting bodies including the CNAAs which affect the status, reputation and career of staff should be discussed with the individuals concerned before they are seen by the college.

This resolution, passed before the CNAAs' latest initiative on validation, specifically demanded a policy document from the union leadership.

The union also advises the CNAAs to deal with resource and other non-academic issues with special care.

"Where such issues are thought

## French take part in joint biotechnology programme

A special unit of biotechnology is to be set up at Cranfield Institute of Technology as part of a programme of collaboration with the French University of Technology at Compiègne.

A professor of biotechnology is to be appointed to be director of the unit, and he will be joined by two senior engineers seconded from the French university. British scientists will also be recruited and a joint team will work under a common management, developing work in both higher educational institutions.

The unit, which is expected to be self-supporting within three years, will provide industrial services similar to other units at Cranfield. It is likely to concentrate on three key areas: biotechnology, the scientific use of biological organisms in manufacturing.

These are:

- Industrial, domestic and agricultural waste disposal;
- The exploitation of agricultural products;
- The fermentation of biomass production, such as cereals or sugar, which can be transformed into ethanol using bacteria and used as a substitute for petrol.

Biotechnology is already a major activity at the University of Compiègne or Compiègne where a director and 27 staff carry out teaching and research into enzymes, technology and biomaterials.

The unit at Cranfield will also give the French access to British scientific and engineering facilities and expertise in new techniques. A later part of the collaboration agreement, Cranfield will help to set up and support a research engineering unit at Compiègne.

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## Griffin News

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# North American News

## Huge rise in overseas enrolments

from Clive Cookson

WASHINGTON  
Citing an "astounding" increase in foreign students at American colleges and universities and the attention focused on them by President Carter's crackdown on Iranians studying in the United States, the American Council on Education (ACE) has set up a special committee to assess the impact of overseas students and to recommend policies for dealing with them.

The council deliberately made its announcement on the first anniversary of Mr Carter's order to the Immigration and Naturalization Service to interview all 50,000 Iranian students in the United States and expel those who were not in compliance with their visas.

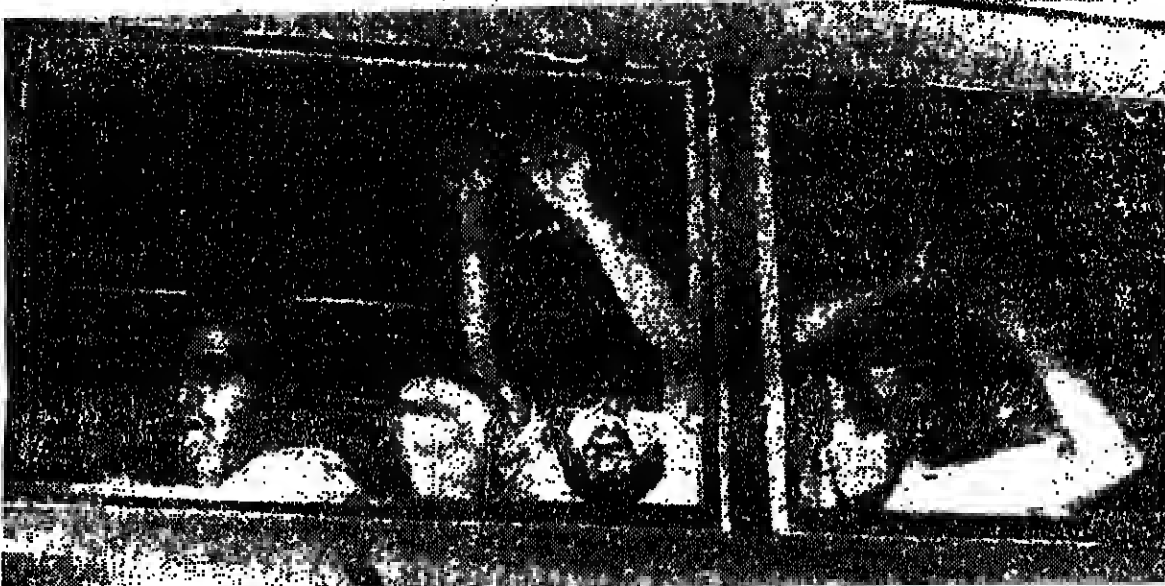
That order and other hostile restraints to the seizure of the US embassy in Tehran have eaten into the sense of urgency for the deliberations of the committee, said ACE president Jack Peltason. "We believe the sense of imminent crisis is greatly exaggerated, but that it provides a good occasion for improving present deficiencies."

The most recent data from the Institute of International Education in New York show a total of 286,000 foreigners enrolled in American colleges and universities in 1979-80. That is 8.5 per cent more than 1978-79 and almost double the level of 1974-75.

Richard Berendzen, who will chair the new ACE committee, said this year's total was at least 300,000, and he quoted some projections that the figure could reach 750,000 "within a few years".

Both Dr Berendzen, president of the American University in Washington, DC, and Dr Peltason emphasized that they did not want to suggest that the overall number of foreign students was too high or that American colleges and universities would not welcome more. They were just concerned that "many institutions were not prepared to cope with the increase."

Indeed, Dr Peltason said some universities "don't have enough foreign students to achieve a sustained institutional goals. Others 'have too many' in the sense that they are financially overdependent on a flow of foreign students that might suddenly be restricted by



Protesting Iranian students are taken to a US jail.

political or financial factors. "Everyone in the American educational establishment is horrified by the thought of government restrictions on foreign students, whether by discriminatory fees or by quotas. In an aside at the press conference introducing the ACE committee, Dr Peltason mentioned the recent actions of the British government with a shudder of distaste."

Motivated by the Anti-Iranian backlash, numerous state legislatures have considered legislation to restrict enrollment of foreign students. But John Reichard, executive vice-president of the National Association for Foreign Student Affairs, said most of the laws were still at the discussion stage.

For example, there is talk in Texas of making foreign students pay \$100 per semester, and Mr Reichard said that would mean a five-fold increase on the out-of-state fees charged currently by state colleges and universities.

Dr Berendzen said his committee of 12 academic leaders would try to give institutions guidance on all major problems concerning foreign students "from the profound to the mundane." In the former category he put the ethics of re-

cruiting students abroad—the "truth in advertising" issue. In the latter is the practical problem of making arrangements for foreign students during the Christmas break, when the campus may be closed and the American students have gone home to their families.

The fears and tensions of the hostage crisis seem to have made a deep impression on universities with large enrollments from Iran. When anti-Iranian feelings were running particularly high at the end of last year, the American University would telephone 20 other institutions three or four times a day to coordinate a contingency plan," Dr Berendzen said.

He added that the threat in the Iranian case not from their American fellow students, who were overwhelmingly sympathetic to their plight, but from outsiders. Dr Berendzen did not say exactly what his contingency plan was, but he said there is still a possibility that the American hostages might be harmed and then the plan would be executed—but it apparently involved hiding the Iranians away.

So far, however, "the overwhelming majority" of Iranians in the United States have been able to continue studying normally over the past year, according to Dr Berendzen, despite tremendous personal and financial pressures and what he clearly considers excessive "harrying" by the Immigration and Naturalization Service.

The Institute of International Education's statistics show that 35 per cent of all foreign students come from OPEC countries, and their numbers are increasing at three times the rate of non-OPEC students.

Engineering is by far the most popular field of study for foreign students in the United States, followed by 17 per cent studying business and management and 9 per cent specializing in the natural and life sciences.

California is their favourite state: it has 48,000 foreign students, followed by New York and Texas with 24,000 each. The two single institutions with most students from abroad are in Los Angeles: the University of Southern California has 3,900 and Loo Angeles City College has 3,000.

## Closure of press averted

Academic publishing in Canada has received a shot in the arm from two separate developments. The threatened closure of the McGill-Queen's University Press has been averted, and the University of Toronto Press is considering a plan to set up a new press of its own.

The McGill-Queen's University Press, the second largest in English-speaking Canada, has been saved by a new arrangement with the University of Toronto Press. The latter will provide all the services that follow after a contract with an author has been signed—copy editing, manufacturing, marketing and distribution.

But McGill-Queen's will retain its own board of directors and editorial advisory committee, and it will remain entirely responsible for commissioning and accepting manuscripts for publication. The press, founded by McGill University in Montreal and Queen's University in Kingston, Ontario, in 1968 as a joint publishing house, will continue to issue its own catalogues and is books will retain a separate appearance and identity, according to the agreement with Toronto.

In May McGill and Queen's universities announced that their press would have to suspend operations in 1981 "because of serious financial problems." They say now that the new agreement will enable them to continue publishing because it will cut the operating subsidy required from each university by 10 per cent.

The University of Toronto Press is pleased too, because it can now expand its production side and benefit from economies of scale in printing business and management and 9 per cent specializing in the natural and life sciences.

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# Overseas News

## French resistance for reforms

from Guy Nunez

PARIS  
Proposals to change the make-up of university councils are meeting stiff resistance. Over the past four months 29 of France's 76 universities have refused to implement the new regulations.

The reforms, introduced last summer by the centrist senator Jean Sauvage and backed by the Minister of Higher Education Mme Alice Saunier-Sieff, increase the number of shareholders on each university council. Professors now have half the membership compared with 30 per cent under the 1968 guidelines. As a result the number of places reserved for representatives of non-professional teaching staff has been reduced.

The change has received little support from the university world. It is seen as whittling away the principle of participation by junior members of staff. The new law due to take effect from December 1 has been headed by the Minister of Higher Education as "recognition of excellence" quite apart from increasing the influence of senior faculty members thought to be more favourable to the government.

Speaking to a minority student organization recently the minister

justified the new legislation on the grounds that it gave Liberals a chance to be heard against what she sees as the too powerful influence of the Communist Party in university affairs.

Though the minister has felt for a long time that higher education is dominated by small and unrepresentative left wing groups, her attack on the *Supplément National de l'Enseignement Supérieur*—the main lecturers union—has increased more than just members of the Communist Party.

Widespread refusal to modify the composition of university councils has forced the minister in an embarrassing situation. Two university presidents have already resigned over the issue—one at the University of Lille 3, the other at the University of Upper Brittany.

Considerable pressure was brought to bear on M Michel Dujols, president of Rennes 2, in an effort to persuade him to withdraw his resignation. His refusal, backed by all members of the university council, has forced the minister to appoint an outsider in act as stop-gap replacement. This step has merely reinforced the impression of arbitrary intervention by central government in university affairs.

More significant in the long run



Mme Saunier-Sieff backed reforms

are the preparations to deal with the reorganization of universities. According to the secretary-general of the *Synthetic National de l'Enseignement Supérieur*, M Pierre Dulacourt, major changes are in the pipeline. These involve the regrouping of basic administrative units—the units of teaching and research in those faculties where there is insufficient professors to justify a 50 per cent representation.

## Commission hopes to learn from Britain

New budgeting methods must be found to allow French universities greater autonomy and greater responsibility in running their own affairs. This was the call made last week by Prime Minister Raymond Barre at the setting up of an eight-man commission to investigate ways of introducing greater financial flexibility to French higher education.

The commission, headed by M Yves Freville, professor at the University of Rennes, has been given a wide remit. Its first task will be to examine how higher education is financed in the major European countries. This information will be used to determine the lines of a reform in financing French higher education. The commission will have to work fast as it is due to report back at the end of February.

Timothy is thought particularly significant. The commission's conclusions will lead to a policy statement scheduled to take place

slightly before the presidential election in April next year. The commission's task is to draw up a series of criteria that will enable the government to finance each institution of higher education on a global basis rather than the present system of closely earmarked and controlled grants. All sources of finance are to be reviewed including the possibility of research contracts with private industry and even donations from private individuals.

Members of the commission have been asked to consider whether student grants should be tied to a particular institution rather than being made nationally. Equally, the lines in the French context is the issue of whether universities should not have the right to fix their enrolment fees. This has been a long practice in certain private sector grandes écoles and in business schools. It would not provide the resources expected to be subject to the most strict criticism from the academic world.

Speaking to members of the commission last week, the premier

said that not all foreign models of financing higher education could necessarily be applied to France. Particularly interesting in this regard were the systems current in operating in West Germany and Britain. The British method, he reckoned, was especially promising. It combined a high degree of university autonomy with grants covering almost exclusively from central government.

Whatever the new system, the went on, it should ensure that the state provides the essential backing this backing should not degenerate into the virtual subordination of the university to the state. Partial financial autonomy would be thought give universities greater room for manoeuvre. Far more to the point it would prevent them relying too much on a monopoly of the resources expected to be subject to the most strict criticism from the academic world.

## Cambridge graduate at centre of theological storm

from James Hutchinson

A British woman student at the West German University of Tübingen at the centre of a theological cause célèbre, Miss Sheila Briggs is a Roman Catholic who wishes to take her doctorate in Protestant theology. This has caused a widely publicized theological fuss which she is not keeping with the ecclesiastical world.

Miss Briggs, who began her studies of Cambridge, has been at Tübingen since 1976. She spent the last year in the Catholic theological faculty before switching to the Protestant department. She had become particularly interested in the teachings of Karl Barth, the only Protestant theologian. He was suggested to her by many people that she could convert to the Protestant faith. She will not do so, and prefers to continue working for the ecumenical movement. The university newspaper, commented: "The Anglo-Saxons learn to tackle problems pragmatically... this virtue can create problems in our complicated academic system."

World Council of Churches and is writing her dissertation on the "Theological Anthropology of Woman in the Teachings of Karl Barth", was told in the summer that she would not be able to take her doctorate.

She appealed against this decision, and the result of her appeal will be made known towards the end of November. She thinks it will not be upheld but she will not give up her fight and intends to take her case to the university council. In her view, her rejection by the Protestant faculty is a violation of the constitutional freedom of research and teaching.

Miss Briggs, oddly enough, is now a research assistant in the Protestant faculty at Tübingen. It has been suggested to her by many people that she could convert to the Protestant faith. She will not do so, and prefers to continue working for the ecumenical movement. The university newspaper, commented: "The Anglo-Saxons learn to tackle problems pragmatically... this virtue can create problems in our complicated academic system."

## High pay for professors

Australian university professors and heads of schools at colleges of advanced education continue to be among the most highly paid professional groups following the latest academic survey by the Australian Education Council.

The salaries of associate professors and readers in the universities and principal lecturers in colleges will go to A\$32,500. The maximum salary for a senior lecturer rises to A\$29,000 and for a lecturer A\$24,200. The interim increase will take the starting salaries of lecturers to A\$13,000 and the maximum for a senior tutor to A\$18,000.

Vice-Chancellors, their deputies and heads of colleges will also receive an increase. The basic award for vice chancellors in the 10 larger universities will move to over A\$50,000 but most receive much more in allowances, housing and travel. The maximum salary paid to directors in the college system will go to nearly A\$46,000.

The salary rise will not further erode the financial multiplications of Australia's tertiary institutions, already struggling to cope with three years of government cuts in funding.

## Funds for college approved

from Benny Morris

JERUSALEM  
The Israeli military government in the occupied Gaza strip has approved the transfer of \$2.5m from Saudi Arabia and the Gulf states to a special fund set up to establish a university in the city of Gaza. But the military authorities have so far agreed only to the creation of an American-style three-year community college.

The fund, controlled by moderate local leaders such as Ashraf al-Shawa, Gaza mayor, who are identified with Egyptian and Jordanian interests and policies, has already received substantial sums from abroad, and pressures to open a university are mounting.

This chief pressure comes from the high schools of the Gaza strip cities of Gaza, Rafah, Khan Yunis and Dir al-Balah, which annually turn out 6,000 graduates, almost all of whom sit for the Egyptian (Arab matriculation) examinations. At least 1,000 of these each year successfully pass the exams and seek university places.

But the strip has no university, and the past few years have seen local universities have periodically approached the Israeli authorities to allow the establishment of a university to serve the strip's 500,000 population. As persistently the Israelis have balked, officially stating that "the matter is under review."

The problem became acute following the start of the Israel-Egypt peace process at the end of 1977. Until then, Egypt had annually reserved 1,000 university places for Gaza strip students.

In 1978, with Egypt itself suffering from lack of university places, the practice was stopped. In 1979 only 16 (well-connected) Gaza strip students were admitted to Egyptian universities.

"We desperately need a university of our own," a Shawa said. Egypt is "closed" and the West Bank's institutions of higher learning are unable to cope with their own area's supply of high school graduates, let alone to "import" additional ones from Gaza.

"We don't understand why the military authorities won't permit us a university," he complained. Unofficially, Israeli military sources explained that "universities in the administered areas in our experience, have always served as both of anti-Israeli incitement and terrorism, as the loss of them the better."

The junior college which is being planned to open in the coming months will incorporate the existing Gaza teachers training college and the local theological institute, which is affiliated to Cairo's Islamic Azhar university.

The strip authorities to begin with plan to open faculties of arts and social sciences. They are considering opening faculties of medicine and engineering at a later stage. Efforts are being made to attract Palestinian academic residents abroad to return to Gaza to staff the new college.

## Students plan loans boycott

from Annelise Hopson

COPENHAGEN  
Denmark's national union of students is considering boycotting the repayment of state loans. Thousands of students have to put off repayment each year with the result that the debt grows because of the interest added.

The loans are obtained from banks and savings banks where the interest varies from 15.5 per cent to 19.5 per cent. The state provides support to students of 18 years or over is given in the form of scholarships and state guaranteed loans from banks and saving banks. The scholarships are given according to the financial need of the applicant and on the basis of income and assets of the parents.

In the case of applicants under 23 years of age, state guaranteed bank loans are granted to all regardless of their financial situation. This act was passed in 1975 but makes an allowance for people who cannot get a job after graduation.

Mr Kim Christensen, chairman of the National Union of Danish Students said: "We are considering a boycott. It is becoming increasingly more and more impossible to repay the loans. In particular since the amount of interest you can borrow has just been raised. After you graduate you have a moratorium of a year if you wish and thereafter you get 15 years to pay the loan back."

"You normally have an arrangement with the bank as to how much to pay back but if you have repaid the amount after 15 years the rest of the loan is transferred to the state-owned mortgage bank. It is an laughing matter to graduate and have no job as you can hardly expect someone of the kind to pay much of the debt by instalments."

During 1979 the state had to take charge of some 3,000 cases and send them to the debt collector. It is calculated that an ill 1984 those cases will only increase to some 3,500 a year.

Earlier this month the Danish lawyers and economists association sent a letter to the ministry of education and the confederation of professional associations stating some of the economic consequences of the state educational support.

The two main points are that the economic situation of new graduates will become quite unacceptable if the colleges they receive are not enough to cover the repayment of loans and secondly that the state will increasingly have to write off the defaulted.

Loans to an extent which will result in indirect state financing. Mr Frederik Dahlbo, 31 and unemployed, who has a degree in philosophy and history which has taken him 11 years to get, said: "Today I have a debt of 120,000 Kroner (£8,500). I think the state ought to pay the instalments, and the interest when you are out of work. If the state does not take the responsibility of my debts I am a slave of it for the rest of my life."

## Chinese link for academics

The People's Republic of China is considering setting up a new Chinese-English university with the help of American academic leaders.

When Martha Meyer, president of the University of Pennsylvania, visited China in August, his primary purpose was to explore the possibility of establishing a bilingual Chinese-English institution in the People's Republic. Jerome Wiesner, who retired this year as president of the Massachusetts Institute of Technology, has also been approached by the Chinese.

Dr Meyer said the project was still "very much in the gloom of the eye" while Wiesner probably lay some years in the future. But he expects to be involved back to China for further discussions in 1981.

The major question mark hanging over the project seems to be the financing. Dr Meyer said Chinese officials hope that the "seed part" of the money will be contributed by the English-speaking world—the United States, Canada, Britain and Australia. Corporations from those countries which do business with China could be a fruitful source of funds.

## Prestige college increases goal for fund-raising campaign by \$25m

from our North American editor

WASHINGTON  
Dartmouth College has increased the goal of its current five-year fund-raising drive, which will last two years to run, from \$160m to \$185m.

A decision by a college or university to raise its campaign goal is extremely unusual, if not unprecedented, and the fact that Dartmouth has taken it may be interpreted in two ways.

It can be seen to symbolize how well voluntary giving to academic institutions is holding up during the current recession. Or more realistically, it may demonstrate the adverse effects of inflation on college fund-raising.

An interview with Assistant Vice-President for Development in the college's fundraising efforts, Mr. J. Edgar, makes clear that both factors are involved. "In view of the extraordinarily high rate of inflation and the fact that the campaign is running ahead of schedule, we decided to raise the target by \$25m, which will go into the endowment fund," he said. That will add a total of \$105m to the endowment, instead of \$80m under the original plan. The remainder of the gift will be used for operating expenses, to improve facilities and so on.

On a per capita basis, Dartmouth is the most successful fund-raiser of all 3,000 colleges and universities in the United States. That is true, Mr. Wiesner says, whether you measure the total number of gifts or their aggregate value. An average of 62 per cent of all Dartmouth alumni give money annually to their alma mater. The college's fund-raising drive is not even up to the 20 per cent.

board of trustees, even at Dartmouth, high inflation during the 1970s has seriously undermined the real value of the endowment. Income from the endowment fell from 23 per cent of the total operating budget to 12 per cent during the decade.

The current "Campaign for Dartmouth" began in 1977. The college's needs were projected on the basis of 7 per cent inflation. In the event, costs have risen at nearly twice that rate.

The trustees of Dartmouth were also inspired to go for the additional \$25m because Robert Maxwell, a retired businessman, had just given them \$10m—the largest donation ever received from a living alumnus.

Mr. Wiesner, who is very familiar with other institutions' efforts to raise money, believes prestigious colleges and universities are enjoying a good climate for fund-raising. But I guess I would have to add that as the cost of doing things towards more material school there must be an awful lot who are struggling terribly.

Less successful colleges are having to put a far higher proportion of their gifts to work in order to supplement their operating income, he says. Therefore, their endowment funds are much less benefit from fund-raising campaigns than they used to. Mr. Wiesner cannot explain why why his college is so successful in attracting money. "No one has ever defined the mystique," he says. "We just accept our good fortune in being able to raise money. It is a simple, desperate condition of loyalty. Eight thousand of the college's 28,000 living alumni do regular voluntary work for Dartmouth. 3,000 are involved in fund-raising, and the rest help interview and become potential students."

Dartmouth's fund-raising approach is kept deliberately conservative, said Mr. Wiesner. It is understandable worry of gimmicks that might upset such a successful operation. One of the few recent innovations came about 10 years ago, "when we decided that we would talk to the undergraduates about the responsibility of being alumni; so we instituted a series of 'alumni dinners'."

"The old tradition was that you didn't talk to undergraduates about being alumni. They just absorbed the loyalty. But of the peak of the 1960s campus turmoil, we decided we could no longer leave that to chance."

Fund raising campaigns at other colleges and universities are also coming along well. For example, Carnegie-Mellon University, announced last month that it exceeded its three-year \$100m campaign by \$3m. As a group, industry gave most to the campaign.

Cornell University also proclaimed last month that its campaign—for \$230m over five years—had been completed successfully, just 10 weeks ahead of schedule. More than twice as much was raised in the first three years of the campaign as in the first two.

The University of Southern California is in the final months of a five-year \$265m campaign, which is expected to surpass its goal "significantly."

The University of Pittsburgh, which announced a \$50m five-year campaign in April, is doing so well that it may reach the halfway mark as soon as January.

Illinois Institute of Technology is far ahead of schedule on its 10-year campaign started in May 1979. It already has nearly half of its \$100m target.

Amherst College has just launched a \$43m five-year campaign.

## Protests over savings plan

Government spending in Sweden is to be cut down by 3.5 per cent over the next four years. For higher education this means about \$50m.

The first steps have already been taken, with a special levy being imposed on students. The levy is to be levied on students from Sweden and other countries in the South of Sweden.

Mr. Olof Osterling, head of the teachers' association in Stockholm, said: "I realize, of course, that we have to try to cut the cost per capita. But cutting the overall costs is not possible, in the overall costs of the teachers have no formal teaching education; naturally that is a very strong motivation for us to maximize our equipment. When the savings were discussed at the national level, we were discussing the possibility of increasing the level of the commonwealth with the Government."



# Robin McKie on the stringencies facing West Germany's Ministry of Research and Technology

## Not even miracles can counter science cuts

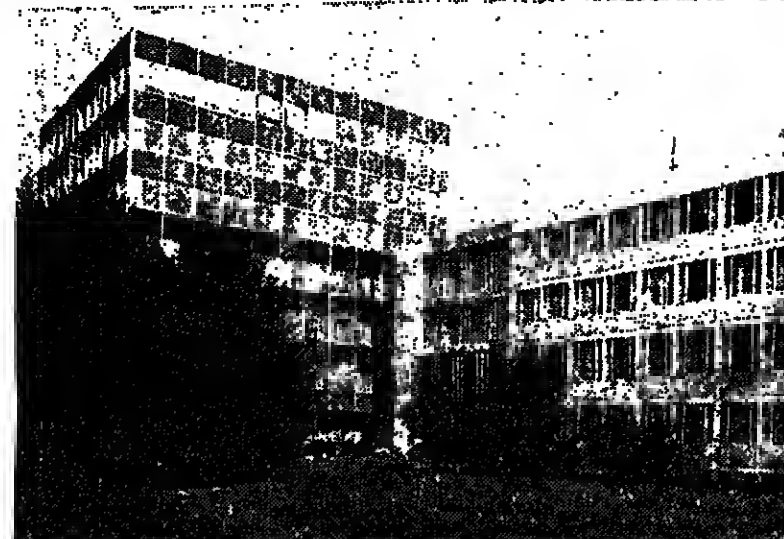
In a country apparently blessed by economic miracles, it is perhaps surprising to learn that even in West Germany scientists are facing the prospects of a struggle for limited funds. Yet for all its industrial strength, Germany now faces a time of Thatcher-like cuts in research and development.

In the process, science has found itself a political victim because in the past few days, German ministers have agreed to fix the 1981 budget of the Ministry of Research and Technology (the Bundesministerium für Forschung und Technologie, BMFT) at a mere DM6,100m (about £1,350m). This sees an incredibly large amount of money by British standards, although it includes research funds that would spread between many different ministries in the United Kingdom as well as cash used to boost industrial research.

The total also represents a considerable drop from the previously planned DM6,850m and further cuts are quite likely to be imposed when the budget is presented before the German Parliament.

Much of the trouble has come from political rows within Germany's coalition government. When the Finance Ministry announced that major cuts in expenditure—coupled with tax increases—were to be introduced at various ministries, the minority liberal FDP party complained bitterly that their party's three ministerial posts—foreign, agriculture and economics—were being unfairly selected for severe cuts by their coalition partners, the social democratic SPD party.

Their fight to save cuts in their departments resulted in a search for other victims and one of those found was the BMFT research ministry, which has always been seen as a major rival to the ministry of economics. The cuts now imposed mean that over the period 1979-81, the BMFT's budget will have fallen from DM5,500m to DM6,100m—a rise



The headquarters of the Forschungsgemeinschaft.

electronics circuit designs, and improved solar energy collector design. There are now several hundred such projects, although future numbers are now hard to predict in view of the projected cuts.

However, the BMFT is now expected to locate pressure on industry to take on greater involvement in energy research—which already accounts for 38 per cent of the research ministry's budget.

Project promotion in support research in universities and industry, both separately and jointly. These account for the remaining 50 per cent of the budget.

The first two sections are difficult in cut and so the last fraction will bear the brunt of cuts. A part of this will include the BMFT's major university research programmes for which the universities receive 100 per cent financial support from the ministry and companies receive 50 per cent. In the past these ventures have produced valuable work on reactor safety research, materials analysis, new micro-

## The crisis of staff stagnation

University staffing levels are a perennial problem in Europe, higher education and a major headache among them is the crisis of staff stagnation. A recent report by the European Science Foundation (ESF) reveals there was now a danger of "irreparable" loss of talent in Europe because too many academics were in the younger age groups, and new recruitment was often far below the 3 per cent per annum required to put this right.

One of the worst countries highlighted was West Germany, which, to counter this, the Helmholtz scheme, named after the noted German physicist, was introduced to provide new research posts and increase the academic pool by 1 per cent a year.

Sadly it has proved to be anything but a success. This can be judged quite easily from the scheme's figures. A total of 150 posts were to be offered each year from 81.

Last year only 57 applications were received, and only 10 were accepted. Indeed, a maximum of 10 posts were to be introduced over a five-year period—by last year only 117 had been filled.

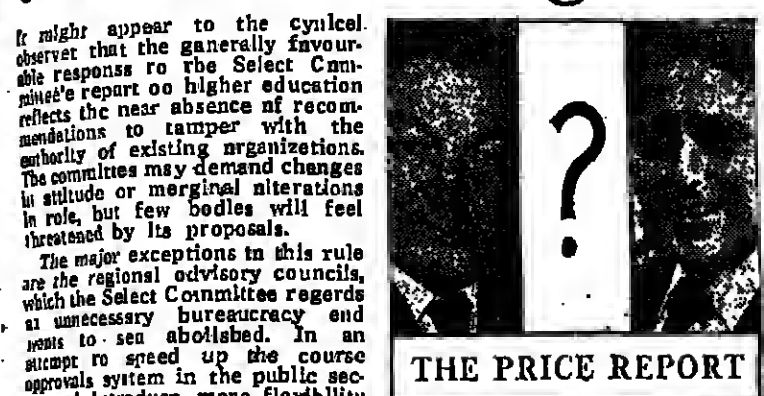
The reasons for the poor response are not hard to understand. In Britain's science system, the release of older academics to leave posts to conduct research does not provide a career path for young workers, the German scheme directly provides places for young researchers aged less than 35.

Given this, the scheme is clearly a failure. A PhD is 27 in Germany, this gives a promising young academic little time to gain a high reputation and research output sufficient to satisfy the Deutsche Forschungsgemeinschaft.

Research Council that they are worthy of a post. Worse than that, the posts are limited to only a five-year term, which provides little security for researcher who will undoubtedly prefer more secure offers from industry.

# John O'Leary spotlights a set of targets for the Select Committee on Higher Education

## An abolitionist wind blows towards the regional councils



THE PRICE REPORT

It might appear to the cynical observer that the generally favourable response to the Select Committee's report on higher education reflects the near absence of recommendations to tamper with the existing organizations. The committee may demand changes in attitude or marginal alterations in role, but few bodies will feel threatened by its proposals.

The major exceptions to this rule are the regional advisory councils, which the Select Committee regards as an unnecessary bureaucracy and wants to see abolished. In an attempt to speed up the course approvals system in the public sector and introduce more flexibility in the procedure, Regional Staff Inspectors, Her Majesty's Inspectors and the RACs would all lose their status in higher education.

However, whereas Miss Sheila Browne, HM Senior Chief Inspector, told the committee her department did not raise divergent views, she did not say that the RACs were not raising such questions were forthcoming from the RACs. Miss Browne said the system was unsatisfactory because inspectors' time was taken up with work additional to their normal function and they had conflicting roles to play as a result.

"We have earlier envisaged fair main functions for our management system: intelligence; planning; determining the necessary provision and allocation of resources; and oversight of the implementation of plans. In each of these there is scope for a regional role," Oakes said.

"This is notably the case in relation to planning and the information to which it is related. The most effective matching of supply and demand cannot be achieved solely on a national basis; demand for part-time education is essentially local or regional in character and also is not home-based study, including much recurrent education."

However, the majority of the Select Committee—and particularly Mr Price himself—did not believe that the restrictive role played by the RACs was needed at a time when higher education is not expanding. The spread of courses would be limited perfectly adequately by the financial constraints operating within local authorities and the institutions themselves.

The committee seemed to accept criticisms of the RACs made by polytechnic directors and college principals that they were too negative and contributed to an excessively slow course approval procedure which militated against the public sector when there was a need to react swiftly to a perceived need. Mr David Bethel, then chairman of the Committee of Directors of Polytechnics, said the committee had no real planning mechanism and merely reacted on the basis of incomplete information to institutional initiatives.

However, the committee would argue that this was precisely what they were intended to do and that the main delay in starting a new course in a college or polytechnic were some of their activities in fielding higher education might need to be taken over by new, smaller organizations, the report said, but the councils themselves should be abolished.

Although the Department of Education and Science has said it is reviewing the course approval system, Mr Price said that the Secretary of State for Education, who was primarily responsible, it would be the local authorities which would make any decision on the RACs' future. They fund the majority of their members' salaries.

The oldest of the RACs have been operating for 50 years. Initially, as an informal group of local education authority representatives, but in 1946 that the existing network was established. In 1951 a DES memorandum gave them their responsibility for "ensuring economy and efficiency" in the provision of advanced courses.

The nine English and one Welsh RACs have been very considerably reduced in size and scope since their establishment. They cover the largest, covering London and the Home Counties, considered proposals for more than 600 courses last year, many of which involved the modification of existing courses for amendment. The average workload per RAC was 200.

Even the composition of the committees was not uniform absolutely in terms of local education authorities or of local education authorities. The regional industrialists, trade unionists, teachers and college principals. Some also include university representatives, and other lay members. The RACs would carry out a representative role, but the majority of any committee would be made up of university representatives, and other lay members. The RACs would carry out a representative role, but the majority of any committee would be made up of university representatives, and other lay members.

More RACs expect to process a proposal within three to four months of receiving it from the local authority before passing the successful course on to the Regional Staff Inspector. The council is concerned with the suitability of the institution to run the proposed course, the prospects for student recruitment and the existing provision within the region. Judgments on the quality of the courses are left to the validating body.

Although the large majority of modified courses resubmitted to the RACs are accepted, only about 60 per cent of proposed new degrees are supported and only some 30 per cent get past the RSI, who is charged with applying the DES's guidelines.

The councils are also expected to monitor student numbers on courses throughout their region, making recommendations to local authorities on closures where necessary, as well as carrying out the extra responsibilities come have of examining authorities, running conferences and providing statistical information.

It is an unglamorous and potentially unpopular role which has already started to undergo an upheaval in some parts of the country. The East Midlands RAC only narrowly survived a proposal to slash its budget by half, escaping eventually by a vote of 10 to 9. The Yorkshire and Humbershire RAC has been completely revamped in an attempt to achieve the objectives set by the Oakes Committee.

However, the RACs have some powerful supporters, the local authorities, who are unlikely to support moves to dismantle the system. CLEA was quick to come in the aid of the East Midlands council and can be expected to resist any attempt to put the Select Committee's recommendations into practice. The councils provide a valuable buffer with the institutions and the DES at relatively low cost.

The current debate dates from 1978 when the Public Accounts Committee roundly criticized the "open-endedness" of student union spending. These unions, which are set up by students unions agree a subscription fee per student (capitation fee) with the parent institution to cover all union services. All local education authorities sending students to the institution then automatically have to pay that fee. It was simply being precepted by student unions, the argument ran.

In response, Labour produced a consultative paper outlining various alternative schemes. The DES plumped for a two-tier system based on a fixed maximum topped up by the recurrent grant. The Council of Local Education Authorities (CLEA) preferred a scheme where the total income was negotiated annually within the institution.

But the change in Government in 1979 began consulting on alternative systems, and quite suddenly on February 5, Mr Mark Carleton, the Education Secretary announced that student unions should fund their own "local" institutions in institutions and with L.A.s. they may get squeezed out, if priority for example is given to new library books, a new sports ground or perhaps a bigger nursery. It leaves unions with no get access to cash, or "reserved" business in colleges and universities to argue their case for funds, and it fears that reserves of funds built up far trading could be dissipated for the wrong reasons.

CLEA wants a clear procedure as to how local problems can go to appeal and be solved. Dr Boyson is reluctant to be drawn on such guidelines. He says if student unions do a useful service, providing sports or debating societies, they will survive; if they do not justify their role, then no can't quibble the purpose.

The immediate issue is funding very large at the present: two polytechnic students unions, Middlesex and Brighton, have already asked their authorities for interference in union affairs derived from control of their purse strings, and the council at Bristol University is supporting student demands for a postponement of the new rules. But that is not negotiable in Dr Boyson's words. The new rules will be introduced and there will be no turning back. The best outpost to this story is provided by the NUS president Mr David Aaronovitch, who said: "It is a conflict that could so easily have been avoided."



GOVERNMENTS NEW PLANS FOR FINANCING STUDENT UNIONS WILL ATTEMPT TO WEAKEN SPORTS, DEBATING SOCIETY, BUT AT THE SAME TIME DEMONSTRATE HOW AS A VICTIM IN LONDON AND GLASGOW

summer, as indeed have the NUS. Of course GLEA can hardly take to the streets, but they have shown their concern for the apparent lack of concern by DES officers in dealing with these problems, in spite of this flurry of recent meetings between the two sides.

So what precisely are the problems? First there is a dispute about the average amount of money the DES is to hand out per student in the first year; then there is a dispute on the mechanism for transferring this money from central funds to institutional funds; then there is a dispute about how different types of students who are in other fields finally there is a dispute about how potential rows could be avoided or solved.

The NUS took the DES to the High Court to ask about the calculations used to arrive at a figure of £22.75 per student average. The DES is now appealing against this. Dr Boyson has agreed to revise this figure, probably up to about £37, accepting that the NUS had the best data in calculating on average fees. Even so it will be a rise of NUS's estimate, adjusted for inflation, of more than £40 for 1980-81. This, however, is not proving too much of a sticking point.

Transferring an average fee per student in institutions leaves the problem of adjusting the figures up or down depending on whether the fee was below or above average. University fees vary from £22 to £71 (some Oxbridge colleges go up to £77), polytechnic fees vary from £27 to £60, colleges of education from £36 to £60.

The University Grants Committee has told vice-chancellors that it will indicate how much has been included in the current grant allocation for student union fees. CLEA feels it is a "heads you win, tails I lose" game. If the figure is below average they will be asked to spend the excess on the union, and if it is above, they will have to "find" the extra.

The final problem remains the most controversial—both CLEA and NUS want some general guidelines to ensure the system achieves its aim of reconciling greater accountability with the current degree of student union autonomy. NUS fear that while student unions negotiating for their funds "locally" within institutions and with L.A.s. they may get squeezed out, if priority for example is given to new library books, a new sports ground or perhaps a bigger nursery. It leaves unions with no get access to cash, or "reserved" business in colleges and universities to argue their case for funds, and it fears that reserves of funds built up far trading could be dissipated for the wrong reasons.

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# Günther Kloss on the cause and effect of a crucial development in German universities

## The Numbers Game: when the quota system had to start

In 93 centres throughout the Federal Republic on August 12, 1980, almost 6,000 applicants for a place in one of West Germany's 28 medical, 20 dental and four veterinary medical schools and an extraordinary number of students to determine their eligibility and ability for their chosen course. No one, old or compulsory, yet some 80 per cent of the 37,000 applicants for these three subjects expressed the wish to be part of the experiments.

This autumn, 1,200 places (out of a total of 9,000) have been allocated on the basis of the results of these tests, although no one of the participants who failed to qualify was excluded from the "normal" admission procedure.

Entrance examinations are a novelty in German higher education. This is why the tests are themselves monitored over a period of three years before the Länder ministers of education will finally decide whether in future the admission of students in these three subjects, which have more applicants per place than any other course, should be primarily based on the results of such tests.

The introduction—even on a trial basis and in only three subjects—of an additional hurdle on the road to university makes further step away from what is still regarded as a fundamental right of all qualified German grammar school leavers (ie, those who have passed the Abitur, the broadly-based school leaving certificate). But even so, this is a second important consequence of the judgment: the governments were obliged to step in and regulate the matter if the state was given the right and duty to legislate and to administer in an area which had hitherto belonged to the private realm of the academic freedom.

This resulted in a flood of most detailed and perfectionist national legislation: two inter-Länder Treaties in 1973 and 1978, the earlier one establishing a Central Admissions Office (ZVS); special clauses dealing with admissions in the 1976 Hochschulrahmengesetz (General Framework Law for Institutions of Higher Education); and several, frequently amended regulations setting out in incredible detail procedures of allocating places to applicants and of determining the student capacity of an institution.

The letter, for example, does not only apply to medical studies, but also to medical calculations which have to be carried out twice a year in every institution for every course, in order to determine exactly the number of new students that can be admitted. As a prerequisite, it also forced the ministers of education to lay down precisely and uniformly throughout the Federal Republic the minimum number of weekly teaching hours for each category of university staff, including full professors. The universities' bureaucracies soon came to regard the extensive application of admissions regulations as the answer to the entire problem of overcrowding; and many university departments were only too glad to have an official limit on their student intake.

At the height of the numbers game, the ZVS merely distributes the available places; all applicants are guaranteed a place, although not necessarily at the institution of their first choice. There are just eight subjects left where a general selection procedure operates, ranging from agriculture and architecture to physics and psychology. There were 58,000 applicants this autumn for 39,000 places in these subjects. The original scheme is now modified to take account of regional variations in the Abitur averages; by introducing the Länder quotas for each subject.

By literally thousands of students in the courts, including the Constitutional Court, and quite a few of them won their university place through a court ruling. As a result, the Länder had to modify the procedures and tighten them up, thus exceeding in making them even more complicated. Yet, however perfect, mathematics-based, and therefore supposedly objective, such a selection system could not eliminate the basically subjective element of individual teachers awarding their own marks to questions on Abitur subjects, which in any case varied from Land to Land.

The whole problem became such a sensitive political issue that the Länder prime ministers themselves were forced to intervene: at the end of 1977 they promised a rapid further reduction in the number of subjects affected by the numbers game. The finance and education ministers would not get emergency staff "overloading" programmes to deal with the still mounting stream of potential entrants which will only peak in 1985.

Now two thirds of all subjects are without entrance restrictions. Access to others is only limited in a few institutions. In other subjects, for example, electrical engineering or law, currently involving 15,000 admissions in all, the ZVS merely distributes the available places; all applicants are guaranteed a place, although not necessarily at the institution of their first choice.

There are just eight subjects left where a general selection procedure operates, ranging from agriculture and architecture to physics and psychology. There were 58,000 applicants this autumn for 39,000 places in these subjects. The original scheme is now modified to take account of regional variations in the Abitur averages; by introducing the Länder quotas for each subject.

In the three remaining subjects, medicine, dentistry and veterinary medicine, the number of applicants per place has been higher and, consequently, the waiting lists for a long time. The waiting lists for medicine have been longer for the longest time, and the waiting lists for dentistry and veterinary medicine have been longer for the longest time.

Although the Department of Education and Science has said it is reviewing the course approval system, Mr Price said that the Secretary of State for Education, who was primarily responsible, it would be the local authorities which would make any decision on the RACs' future. They fund the majority of their members' salaries.

The oldest of the RACs have been operating for 50 years. Initially, as an informal group of local education authority representatives, but in 1946 that the existing network was established. In 1951 a DES memorandum gave them their responsibility for "ensuring economy and efficiency" in the provision of advanced courses.

The nine English and one Welsh RACs have been very considerably reduced in size and scope since their establishment. They cover the largest, covering London and the Home Counties, considered proposals for more than 600 courses last year, many of which involved the modification of existing courses for amendment. The average workload per RAC was 200.

Even the composition of the committees was not uniform absolutely in terms of local education authorities or of local education authorities. The regional industrialists, trade unionists, teachers and college principals. Some also include university representatives, and other lay members. The RACs would carry out a representative role, but the majority of any committee would be made up of university representatives, and other lay members.

The current debate dates from 1978 when the Public Accounts Committee roundly criticized the "open-endedness" of student union spending. These unions, which are set up by students unions agree a subscription fee per student (capitation fee) with the parent institution to cover all union services. All local education authorities sending students to the institution then automatically have to pay that fee. It was simply being precepted by student unions, the argument ran.

In response, Labour produced a consultative paper outlining various alternative schemes. The DES plumped for a two-tier system based on a fixed maximum topped up by the recurrent grant. The Council of Local Education Authorities (CLEA) preferred a scheme where the total income was negotiated annually within the institution.

Christopher Price: few threats.



## Better luck second time round

A young factory worker called Sheila discovers she is pregnant. She is sacked because her supervisor says her condition stops her from doing her job properly.

Sheila's shop steward argues she has been unfairly dismissed but says it may be difficult to prove. She is not optimistic that Sheila will get her job back.

This is just one of the problems discussed in a new community education course for women from the National Extension College. "Equality for Some" is a study pack based on tapes which is designed specially for women workers, young women about to start work or women planning to return to work after having children.

Its aim is to raise some of the main issues regarding equal opportunities and legal rights for women and men both at home and in the workplace.

The making of "Equality for Some" illustrates what can be achieved when totally diverse organizations concerned with adult and community education decide to pool skills and resources.

In this case they were the University of Southampton's adult education department, BBC Radio Solent, the Solent People's Theatre Company and the National Extension College in Cambridge.

The original idea for the course was the brainchild of Jane Thompson, lecturer in community education at Southampton University, whose special concern was in providing second chance and trade union courses aimed specifically at working class women.

Her experiences revealed the sorry lack of suitable teaching materials for women without much formal education. She was also frustrated by the fact that many women are prevented by domestic commitments from attending classes and even more shy away from adult education altogether.

"I have done a lot of women's studies in the department, but one of the problems seems to be getting ideas over to large numbers of women. I am only ever in contact with small groups of them", she explained.

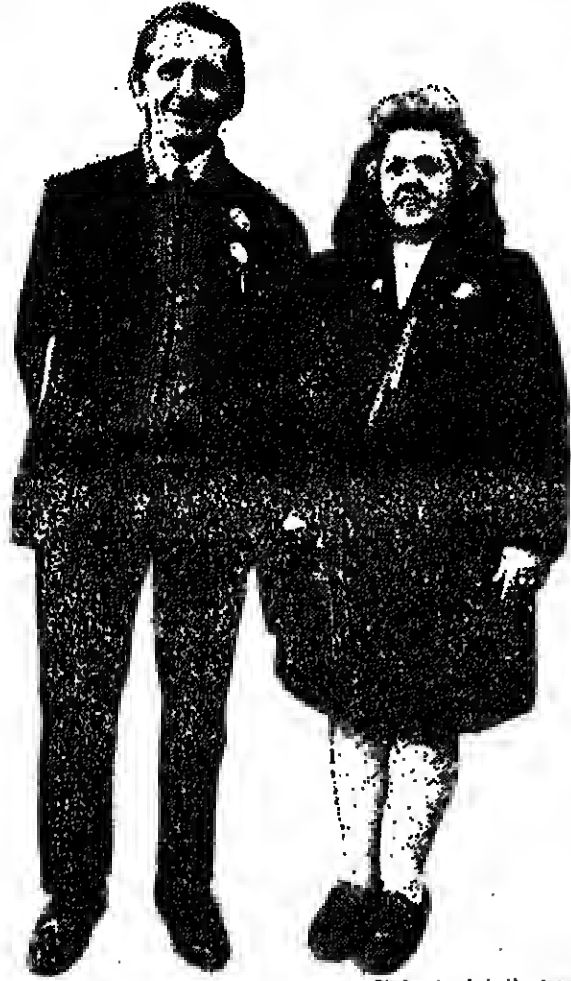
Her attempts to overcome this difficulty led her to think more about the potential educational role of local radio stations and their ability to reach a wide listening audience. So she approached BBC Radio Solent.

After eliciting the support of a sympathetic producer she devised a 10-part series on women's rights of home and in the workplace. The cassettes recorded from the programmes were intended to be used later as a teaching aid in her various women's studies groups.

In order to make the programmes understandable as well as informative Jane Thompson also approached a local professional theatre group, the Solent People's Theatre Company. Provided with a scenario and background information they duly improvised, wrote, and recorded a frame serial called *A New Life for Brenda*.

The plot, which is presented dramatically as a soap opera, follows a young mother, with two children, called Brenda, who against her husband's wishes decides to go back to

Charlotte Barry looks at a new study pack for women who go back to work



Photos by Judy Harrison

Equality for some: Women bus conductors get the same wage as men but very few will get jobs as higher-paid bus drivers. Below: Jane Thompson, founder of the course.

work and get a job in an electronics factory.

The problems which crop up in her search for work, job interviews and the ensuing debate at home over who should do the housework and make arrangements for the children, help to raise some of the main issues concerning women who return to employment after several years in the home.

The serial also looks at Brenda's experiences at work and specific matters such as equal pay, training and opportunities, sex discrimination, childcare, maternity rights and the position of women in the trade union.

During the series, points raised in each episode of the drama are followed up in the second half of the programme by a short studio discussion chaired by Jane Thompson and involving women workers, trade unionists and members of the public. Particular attention is paid to the merits and demerits of existing legislation on women's rights.

At the same time as the programme went out twice a week, Jane Thompson organized a series of "listening groups" at trade union branches, TOSs, colleges, mothers and toddlers groups, friends and neighbours in working class areas all over Southampton, who met in place of ranging from meeting halls to front rooms.

Responses were very mixed. Some thought the discussion element got in the way and that the serial was

enough to promote debate. Others got so caught up in the drama that they wrote and rang after it ended to ask: "Did Sheila have her baby?"

Since the radio series ended Jane Thompson has been using the recordings on cassette at trade union courses, day schools, conferences, evening classes and in women's groups. Their success prompted her to pursue the possibility of making the materials available all over the country.

The National Extension College agreed to produce and distribute the cassettes and a lively support booklet illustrated with plenty of photographs, cartoons, newspaper cuttings and including a quick and easy guide to the legislation affecting women at work. This followed protracted negotiations with the BBC for unprecedented permission to use the recordings for outside educational purposes.

This is the first time the college has produced a course based mainly on tapes rather than printed material. Ras Morphet, the college's projects officer, explained: "The people we really want to reach are the ones who have missed out on education."

"As long as you use print as your main medium for teaching you are out of a whole range of people for whom watching television, or listening to the radio is something they are very good at. They are not very competent with print, but they still have an awful lot to contribute and to gain by learning."

Since making the programme Jane Thompson has initiated more programmes which show how successfully local radio can be used for adult and community education projects.

Think for Yourself, an independent Radio Victory programme on a small number of specific community issues. Words in Edge, a BBC Radio Solent programme of six programmes on women's rights, made centrally by the nucleus of 12 women on the university adult education department's second chance course.

"It's very important to try as many ways as possible that get away from just chalk and talk," Ms Thompson said. "It's very difficult to find good teaching materials that are cheap and flexible. The difficulty of the Equality for Some cassettes is that they can be used by individuals or groups. You just need a player, a room, and a plug, that is all."

"Equality for Some"—the 10 cassette (total cost £15) and the book (cost £2.95) are available from the publications department, National Extension College, 18 Brooklands Avenue, Cambridge.

Olga Wojtas predicts a gloomy future for a Scottish tertiary negotiating body

## A divide and rule solution

The Scottish Secretary and his Education Minister no doubt feel that since they are already under attack from nearly everyone following their decision to close three colleges, there is little point in not confronting more trouble.

And so, in this month's Education Bill, they will tackle the long-standing problem of a single negotiating body for Scotland's tertiary sector.

This was first recommended in 1974 by the Houghton Committee in its report on the pay of non-university teachers. It suggested that pay and conditions of service should be negotiated within the same machinery, and that there was a need for new machinery to deal with staff salaries in post-school education in Scotland, in order to maintain the unified salary and staffing structure recommended by Houghton.

Indeed, Houghton managed briefly to bring everyone into line, but this has gradually broken down over the years because of different arbitration settlements.

Far, outside the universities, Scotland has three negotiating bodies in its tertiary sector. School and further education teachers negotiate with the Scottish Education Association, the Scottish Teachers' Association and the Scottish Education Association. The civil servants do not play an overt part in negotiations, but everyone understands that they exercise control over the global sum available.

There are also nominal assessors, who have always been seen as neutral, independent figures to whom either side can refer for advice, but the staff also have been disturbed to find that under the present Government the assessors have moved clearly into the management camp.

Conditions of service are negotiated in an identical body, which unlike the salaries body is not statutory, and in which the Scottish Secretary is not, in theory, as active.

Colleagues of education and central institutions (CIEs) (roughly the equivalent of English polytechnics) are centrally funded, and salaries are negotiated with representatives of the institutions' governing bodies. The Scottish Secretary, although the present Government the assessors have moved clearly into the management camp.

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The Government is going to have problems acting on a management side. The CIE and education colleges, not to mention the CIE principals, will not be enthusiastic about negotiating with a single authority representatives. ALCS and ALSC have strong reservations about negotiating conditions of service with joint management side.

But the real problem comes in the staff side. Who is going to be represented and how? The management side are another matter. The joint side of the ASIMS and ALSC adds up to more than 100 per cent of the staff total, although everyone admits that a considerable number of people throughout the tertiary sector belong to no union. Disputing remarks are rife, even in the Federation of Associations of College Lecturers in Scotland, a body comprising ALCS, ALSC, and the Scottish Education Association. The management side of a single negotiating body would meet a united front.

In a new negotiating body the federation members want unity of sector, in a neat tripartite division. Not so the EIS. It is delighted to support the Houghton Committee's recommendation for a representation will be directly proportional. And it claims an EIS membership of 3,500, the equivalent of all the other unions combined.

One union determined to oppose this is the SPEA, which is becoming increasingly discontented with further education negotiations being lumped together with day school negotiations, particularly in a staff side heavily dominated by the EIS.

SPEA general secretary David Bleimont says: "The detailed problems of FE are very significant, but are very different from those of the other two unions. It is not possible to negotiate with a single body for all three."

The SPEA has been pressing the education minister Alex Fletcher strongly to implement Houghton's recommendations, but it is not clear whether the minister will do so.

Like the unions in the federation, the SPEA was prepared to go to arbitration but failed to find a common ground with its staff side colleagues who were following a more militant policy. "We were not able to reach an agreement with regard to the conditions of service of school teachers," says David Bleimont.

But Arthur Houston, FE officer of the EIS, firmly believes the EIS motto that unity is strength, especially when it comes to negotiating. "We ought to seek a solution to the problems of FE as a whole, not just for the EIS," he says.

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Premier Adolfo Suarez (left) has displayed astonishing indifference to the Basque claims for autonomy and the problem of separatist terrorism.

The fifth anniversary of Franco's death falls this month. Paul Preston looks at the changing face of Spain

## Apathy in face of crisis

to the monarchy to impose discipline.

When the inactivity of Suarez is thought to be keeping alive the danger of a coup resides in his failure to deal with the popular grievances which have led to mass support for Basque terrorists. This was to be seen in the spangling delays which accompanied the granting of Basque autonomy from 1977 to 1979 and, more importantly, in Suarez's reluctance to deal with the problem of intransigence within the forces of order and in the army.

Apart from excessive zeal in the use of truncheons, rubber bullets and tear gas against the Basque population, the gretulosity and provocative brutality of the police have gone so far as rioting and looting in the suburbs of San Sebastian. Government inaction in the face of this was born of fear of provoking even worse indiscipline.

The absence of positive policy initiatives to deal with terrorism, military indiscipline, unemployment and inflation is alarming enough. However, even greater dismay is caused by Suarez's thoroughgoing failure to deal with the Basque problem before the present political future as more political problems.

There seems a harsh judgment on the man who played such a key role in dismantling the Franco dictatorship from 1976 to 1979. Indeed, he appears to be a greater threat to democracy than terrorism. Suarez recently released by the Basque Government's Office paint a picture.

Realised as a result of terrorism from 1976 to 1979. In 1979, Suarez had the two years after the death of Franco, the year of 1978, to the planning of 1979. In the first 10 months of this year, there have been over 100 fatal victims.

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groups. When such operations proved incapable of destroying ETA, wider powers of arrest and interrogation were decreed in April 1975 and applied with an indiscriminate severity that created mass hatred still smouldering today.

Official violence was backed up by ultra-rightist terror squads, sometimes composed of off-duty policemen. In the hope of scaring refugees out of giving refuge to activists, the consequence was simply to widen support for ETA as revealed by anonymous demonstrations since 1976.

Subsequently, the coming of democracy, the posing of an autonomy statute in October 1979, and the holding of elections to a Basque parliament in March of this year have taken much of the wind out of terrorist sails. As each of these victories has been achieved, relatively moderate activists have felt that they could abandon ETA in order to take up conventional political activities.

Thus has the organization increasingly fragmented and made up of hard-line fanatics who find it difficult to return to the boredom of normal daily life. Their fanaticism is revealed by attacks on the Basque Government's representative on the regional council to be called a delegate.

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elections to the Basque parliament. In the east, the existence of such considerable popular sympathy for the aspirations of ETA is a reflection of the way Francoist attitudes have permeated Suarez's Basque policy. For two years, the Cabinet dragged its heels over Basque autonomy and used constitutional technicalities to block concessions. Agreement over the autonomy statute was only reached after an ETA assassination attempt on one of the Cabinet hawks. That was last July. Thereafter, the holding of a referendum in October to ratify the statute and of local elections in March gave the impression of progress without requiring further positive actions from the government.

Seven months after the Basque elections, the cabinet has not displayed the least urgency or urgency about the transfer of administrative powers to the autonomous regional council. Moreover, in what has been seen as a calculated insult, the cabinet has just named a "governor general" for the Basque Country, a position which is under the Spanish constitution and the autonomy statute provide for the government's representative on the regional council to be called a delegate.

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sources of foreign currency—tourism and remittances from emigrant workers.

The prospect of increased unemployment and lower living standards heralded growing working class militancy made political reform seem an obvious concession. It took the two-year death agony of Franco to convince the business world that Spain's antiquated political system was increasingly a hindrance to their survival.

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# RIKE



## BOOKS

## Radical individualism

*Marxism and Individualism*  
by R. M. Fisk  
Cambridge University Press, £14.50  
ISBN 0 521 22519 8

Mr. Fisk's book springs from his dissatisfaction with much of contemporary political thought. In his view the radicals concentrate on special justice, democratic participation and such other "societal" objectives, but neglect the important questions of individual rights, liberties and legality. The individualists make the opposite mistake. Tucker regrets the division between the two schools and contends that an adequate political theory can only be constructed on the basis of "radical individualism".

For Tucker the radicals' neglect of individualism arises out of their misunderstanding of Marx. Marx was opposed to the possessive individualism of the bourgeoisie, but not to individualism itself. Tucker presents him as a methodological and an ethical individualist, the former because, like Popper, Marx explained human actions in situational rather than structural terms, and the latter because he valued personal autonomy. Tucker is sympathetic to Marx's historical materialism, but believes that it lacks adequate theories of law, liberty and rights, and needs to be enriched by the contributions made by such writers as Dworkin, Rawls and Hart. Accordingly he critically examines and revises their ideas. In the last two chapters Tucker sketches the barest outlines of his essentially microphysical political theory of radical individualism.

Although Tucker's discussions of Marx, Macpherson, Dworkin, Rawls and Popper are perceptive, and highlight some of the limitations of Marx's political thought, one wonders about the validity of his general theory. He constantly talks about individualism, but never explains the concept of the individual. For him the individual is "out there", an incontrovertible datum of experience. This is naive, for the individual is not "given", but a theoretical construction. A man is inseparably connected with other men and nature. To individualise him is to do violence to the boundary between him and the one hand and other men and nature on the other. Different philosophers and societies individualise men differently. The original individual saw man as an integral part of nature and society and thought that a man taken together with his land and political rights constituted an individual. For Marx the human subject necessarily requires specific material and social conditions, out of which he remains indeterminate and abstract, and therefore he together with these conditions constitutes an individual. The liberal, however, generally defines the individual in terms of a minimalist, atomistic, biological, organism, mostly encapsulated in the body is the individual.

Tucker accepts the liberal view as self-evidently true and adds no striking new insights. Fisk, on the other hand, understands Marx and tries to appreciate why he regarded the liberal conception of the individual as inherently ideological. Second, he attempts to locate the opposition ground between Marxism and liberalism in their individualism. He does this by contrasting the liberal individualism with the Marxist individualism. He argues that the liberal individualism is inherently self-contradictory. He cannot both retain the liberal concept of the

individual and claim to go beyond liberalism. In his book Professor Fisk also develops a Marxist ethic. His "class relativist ethic" is based on the concepts of need and class. For him morality is grounded in human needs. He lists food, sex, human support, and deliberation of rational choice as man's four basic needs. He argues that the different needs are satisfied in different historical epochs and give rise to other historically created needs. Fisk rejects the "atomistic" liberal view of man and replaces it with the "social" view. For him not individuals but groups, especially the classes, constitute the irreducible units of society. A class profoundly shapes its members' abilities, life-chances, attitudes and the contents and modes of satisfactions of their needs.

Fisk integrates the concepts of class and need and arrives at the class-relativist ethic. Each class has distinctive historically created needs which define its interests and objectives. "Tendencies" and provide the content of its morality. For him it is not the good of society but the good of the class which are the touchstones of morality. A moral man is one "who is in tune with class tendencies". An action, a motive or a human disposition is good if it realizes the needs of one's class. And a man has no right to do something if it is protecting him from others' interference hinders the realization of his group's needs.

Although Fisk is a perceptive writer, his "Marxist" ethics is untenable. First, class-relativism is incoherent. Different classes have conflicting needs. Fisk does not explain how their conflicts are to be resolved. Further, he asserts that the needs of the working class have a moral priority without noticing that his relativism allows any class to claim the status of being "the" class. If the needs of one class are likely to hinder his group's satisfaction. This is strange for, given his class relativism, Fisk must explain why other classes should leave him alone if his action is harmful to their interests. By their very nature the concepts of law, right, obligation, are universal to a given social order, they cannot be accounted for by any form of class relativism.

Second, Fisk's "Marxist" ethics is in fundamental conflict with Marx's own ethics. For Marx man is the highest being for man and human well-being is the highest moral principle. In his view human well-being is not defined abstractly, but only in the light of the historically developed human capacities and needs. A critic confronts his society with an image of its own possibilities. Following Hegel, Marx argues that in a class-divided society only the conscious struggle is capable of realizing these possibilities. The established class is satisfied with the status quo and has no interest in changing it.

For Marx the moral and historical significance of the negative class is derived from the fact that it is the "bearer" of human development, the "agent" of human progress, the "general representative" of mankind, embodies "higher humanity", and speaks and acts as a "universal class". Marx's is therefore a humanist, not a deterministic, ethic. It is an historically grounded humanist ethic which gives classes their moral legitimacy in detecting class from the wider human context. Fisk misrepresents Marx and attributes to him an untenable moral theory.

*Bhikhu Parekh*  
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## Political obligation

*Political Obligation in its Historical Context: essays in political theory*  
by John Dunn  
Cambridge University Press, £14.50  
ISBN 0 521 22519 8

Western Political Theory in the Face of the Future  
by John Dunn  
Cambridge University Press, £9.50  
and £2.95  
ISBN 0 521 22519 8 and 29578 5

John Dunn's *Political Obligation in its Historical Context* is a collection of previously published articles sandwiched between a brief introduction and an extensive concluding chapter. It contains most of the elegantly written and occasionally divergent pieces which have made the author an important figure in the field of political theory in the past decade. Dunn is perhaps best known for his work on Locke and this introduction is represented by three essays: an examination of Locke's theory of consent, an account of the impact of Locke's ideas in eighteenth-century England and America, and a critique of C. B. Macpherson's interpretation of Locke as a bourgeois individualist. The concluding chapter, "Political Obligation and the Possibilities of Consent", is a sustained effort to outline the "intellectual shape" of the contemporary problem of political obligation. Dunn emphasizes the need to find a balance between the ultimate ideal of consent and the practical exigencies of the political world. The former, originally published in 1968, is a significant supplement to Quentin Skinner's thesis that a proper regard for philosophically based theories of meaning requires the historian to interpret the meaning of the historical text in the context in which it was produced.

The author has made no attempt to update the essays or to offer anything substantial in the way of reply to critics. No doubt he feels that his interpretation of the theoretical basis and political consequences of Locke's thought has been well received, and that more recent findings on the limited impact of Locke's ideas in eighteenth-century America vindicate his view. But he is perhaps overconfident. If he is so, he has put paid to the

priority of approaches to the theory of ideas which presuppose the philosophical validity of studying the context, coherence and truth-value of political theories in relative independence of the historical context in which they are first written. The rationale for the selection of the essays in their relevance to the problem of "how far human beings have good reason to see and feel themselves as morally constrained by political organizations". This common concern with political obligation does indeed give the book more coherence than is usual in such collections. The methodological essays set the scene for the rest of the collection. The introduction and the concluding chapter, "Political Obligation and the Possibilities of Consent", are particularly relevant to the problem of political obligation. Dunn emphasizes the need to find a balance between the ultimate ideal of consent and the practical exigencies of the political world. The former, originally published in 1968, is a significant supplement to Quentin Skinner's thesis that a proper regard for philosophically based theories of meaning requires the historian to interpret the meaning of the historical text in the context in which it was produced.

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exchange in personal relationships with a role exchange in large institutions. At other times the method raises more questions than it answers, as in his ambitious attempt to fit in account of how political freedom may achieve psychological freedom from dependence on authority. In Fisk's dialectic of the master and slave, the text of a vastly different context and are the real history of the second category of "consent" authority. It is not a satisfactory authority. When we accept a person as a subordinate, we are not accepting a person as a subordinate, but we are accepting a person as a subordinate. The second category of "consent" authority is not a satisfactory authority. When we accept a person as a subordinate, we are not accepting a person as a subordinate, but we are accepting a person as a subordinate.

Throughout the period during which this impressive and original book was being written Professor Frank Lloyd was dying from a painful and intractable disease which would have prevented less remarkable work from devoting to its production the dedication and self-discipline which were manifestly present in his did not live to see its publication. It is to be regarded, therefore, as a testament to powers of observation and intuition probably unequalled in the area of cloud dynamics and physics.

These essays are of two excellent and authoritative types. The first is the "Physical" type, in which the author's approach to a subject which involves virtually the whole of classical physics and scales ranging from intermolecular spacings to thousands of kilometres is through the notion of the "atmosphere". It is a large and coherent body of work, and it is a testament to powers of observation and intuition probably unequalled in the area of cloud dynamics and physics.

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## BOOKS

## Controversy over priority in the calculus

*Philosophers at War: the quarrel between Newton and Leibniz*  
by A. Rupert Hall  
Cambridge University Press, £15.00  
ISBN 0 521 22732 1

In 1710, in a paper appearing in the *Philosophical Transactions*, Newton's disciple John Keill accused Leibniz of having published under a different name and symbol "arithmetic" (the calculus) discovered by Newton. There had been skirmishes earlier over the question of priority in the calculus extending as far back as 1681, but Keill's charge of plagiarism against Leibniz marked a turning point which led rapidly to the outbreak of open warfare between the two sides, and this then continued with mounting fury up to and even beyond Leibniz's death in 1716. Today, with hindsight, and in the light of various documents which have only been uncovered, or at least examined, recently, certain things are clear which were less so at the time of the controversy. We now know that by the end of

1666 Newton had developed a method—the so-called method of fluxions—for dealing with all the ordinary processes of the differential and integral calculus. But no details of this method were published before 1693. We know also that Leibniz began the development of his own method in 1675, although he never provided any documentary evidence of this himself, and published no account of it until 1684. We know finally that Leibniz was familiar with various aspects of Newton's early work in mathematics before 1675, but that although he was probably aware by then that Newton had a general method of dealing with "calculus" problems, he had no detailed knowledge of this method until some time after the first published account of his own method in 1684.

The long and bitter controversy over the calculus with its charges and countercharges of plagiarism, dishonesty and bad faith, was therefore based on a series of misunderstandings on both sides. The charges against Leibniz, once again on both sides, by the sort of special pleading and plausible hypothetical historical reconstructions in which even the most level-headed persons may descend when they allow their judgments to be clouded by their personal feelings. It must also be said, as Hall is at pains to emphasize, that the Newtonian side, especially Newton himself once he had warmed to the task, came out of the controversy in a worse light than Leibniz and his followers.

Although the rights and wrongs of the controversy, and the main stages within it, have been clear for some time, and are ably portrayed in the present account, there remain a number of puzzling features to which Hall rightly devotes particular attention. But to which no entirely satisfactory answers seem possible. Why, for example, was Newton so slow in publishing an account of his method? It cannot have been simply a question of difficulty in finding a publisher. The Royal Society would have been only too happy to publish in its *Transactions* any mathematical paper by Newton at any time after his publication of his first epoch-making paper of 1675 on the composition of white light.

To fact, as is well known, the Society did publish an epitome of the *Principia* in 1685, and specifically

to secure Newton's "invention" of the calculus. At the time, as he could at leisure publish his own work. Newton had Edmond Halley's wise and infinitely persuasive hand to guide him. Whereas in 1676, the year of his two major mathematical communications, to Leibniz, he was isolated, was still smarting from the criticism of his 1672 paper on light and was only just freeing himself from the tiresome correspondence it had engendered.

There can therefore be little doubt that Newton's unwillingness to expand—even in a letter—anything so novel as his method of fluxions was due, at least in part, to his fear of engendering a troublesome controversy. But it may also be to some extent due to the criticism of his 1672 paper on light and was only just freeing himself from the tiresome correspondence it had engendered.

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Gottfried Wilhelm von Leibniz

diminishes the force of the argument. I was thus finally left wondering if it would not have been better if there had been a frank and open collaboration between Hall and Whiteside, with Whiteside responsible for the mathematical background and Hall responsible for the remaining purely historical part. At the very least I would plead in a new edition for an appendix by Whiteside or other historian of mathematics giving a plain man's guide—with diagrams—to the basic contributions of Newton and Leibniz and their immediate predecessors in the field of the calculus. At the same time the opportunity might be taken of adding a critical bibliography, the absence of which is sorely felt in a work belonging to a long historical tradition of similar books and papers.

John Herivel

John Herivel was formerly reader in the history and philosophy of science at The Queen's University, Belfast.

## Life in a bureaucratic society

*Authority*  
by Richard Sennett  
Secker & Warburg, £6.95  
ISBN 0 436 44673 8

Richard Sennett's book on authority is the first volume of what is projected as an exploration of the social bonds which tie the individual to society. The success of this enterprise will be easier to judge when it has been completed; for Sennett's theory of authority and its relation to power, order, and the value of finding a permanent authority. This conflict can, he suggests, be resolved at the personal level by a mature self-understanding; within a personal life-space it can also be achieved naturally as the child subject to authority grows up to acquire adult and potential authority in turn. But the conflict within the family, despite the frequent experience of domination or bitter conflict, there is a genuine possibility of authority being linked to loving care. At a social level there is no natural rhythm of acceptance and then exercising authority; promises of a rational society are illusory, and no real resolution of the problem is possible. Sennett advocates a wary acceptance of authority plus a constant willingness to challenge its legitimacy and disrupt it through an insubordinate interpretation of democracy.

The quality of analysis in this book is very variable. Sennett defines two kinds of illegitimate and malignant authority: a paternal authority projecting an image of false love (on this he is very illuminating), and an "authoritative" authority which offers no

exchange in personal relationships with a role exchange in large institutions. At other times the method raises more questions than it answers, as in his ambitious attempt to fit in account of how political freedom may achieve psychological freedom from dependence on authority. In Fisk's dialectic of the master and slave, the text of a vastly different context and are the real history of the second category of "consent" authority. It is not a satisfactory authority. When we accept a person as a subordinate, we are not accepting a person as a subordinate, but we are accepting a person as a subordinate.

Throughout the period during which this impressive and original book was being written Professor Frank Lloyd was dying from a painful and intractable disease which would have prevented less remarkable work from devoting to its production the dedication and self-discipline which were manifestly present in his did not live to see its publication. It is to be regarded, therefore, as a testament to powers of observation and intuition probably unequalled in the area of cloud dynamics and physics.

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## A linking of scales from the microphysical to the global

*Clouds and Storms: the behaviour and effect of water in the atmosphere*  
by P. H. Ludlum  
Pennsylvania State University Press, £24.95  
ISBN 0 271 00515 7

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John Latham is professor of atmospheric physics at the University of Manchester Institute of Science and Technology.



## BOOKS

## The private life of Robert Oppenheimer

Robert Oppenheimer: letters and recollections  
edited by A. K. Smith and C. Weiner  
Harvard University Press, £12.00  
ISBN 0 674 528 33 6

In the autumn of 1922, the young Robert Oppenheimer came as a freshman to Harvard to study chemistry. He later career, as a student in Europe and as a teacher in California, was remarkable because of the effect Oppenheimer had on the growth of theoretical physics in the United States. But what singled out Oppenheimer from his peers was his role as Director of the Los Alamos Laboratory where the first atomic bombs were designed and built.

This book of letters and recollections of Robert Oppenheimer brings together the bulk of his surviving pre-war correspondence and a selection of the letters he wrote during the war. The book's editors, though they are more than that, have added a mass of detail which they have culled from interviews with Oppenheimer and his contemporaries. Their commentary increases the usefulness of the letters manyfold, the result being a very full and informative book which clears the way for a comprehensive biography.

Robert Oppenheimer was born in 1904 into a prosperous family of German extraction living in New York. His education at the Ethical Culture School was broad and stimulating and during his school days he showed a keen interest in mineralogy. He became friendly with a young teacher of English at his school, Herbert W. Smith, and most of the early letters in this collection were written to him. Their friendship was cemented when Smith accompanied Oppenheimer on a trip to New Mexico in 1921 in a year between school and university which Oppenheimer spent recovering from trench dysentery he had caught on a European trip. Later, Robert Oppenheimer was to return to New Mexico with his brother, Frank, to stay and work not far from the future site of the laboratory at Los Alamos.

The early letters to Smith were written soon after Oppenheimer had arrived at Harvard. Many of them are elaborate, beginning with "long-winded, top-heavy apologies". Often Oppenheimer refers to verses and short stories written for his own pleasure and sometimes sent to his correspondents. Unfortunately, none of

this material seems to have survived.

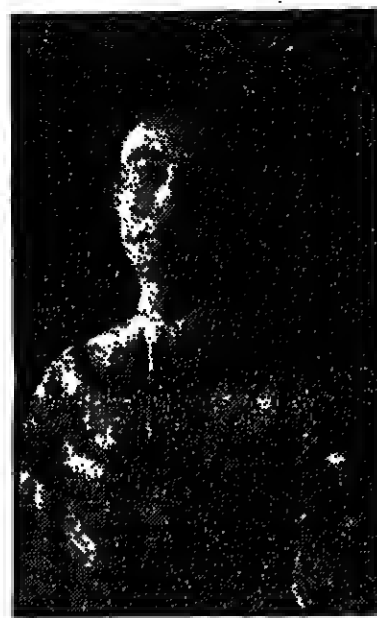
Oppenheimer was at Harvard for three years, one fewer than was normally required, but still he managed to listen to lectures on a wide range of subjects outside his degree course. After graduating in chemistry and armed with the recommendation of Percy Bridgman, Oppenheimer applied to work under Rutherford at the Cavendish Laboratory in Cambridge. Rutherford could not take him and Oppenheimer came to the Cavendish as a student of J. J. Thomson.

The year he spent in England was partly because he suffered from depression, but he did meet a number of physicists who were developing the new theories of quantum mechanics. Oppenheimer decided his future lay with theoretical physics and he accepted an invitation from Max Born to work in Göttingen. Oppenheimer evidently enjoyed his stay in Germany and his circle of correspondents grew to reflect his new interests. Now his letters were usually concerned with applications of the quantum mechanics he was mastering, technical problems which provide a strong contrast to the advice about women offered to his 16-year-old brother, Frank.

In the spring of 1927, Oppenheimer completed his PhD in Göttingen with a thesis on the theory of continuous spectra. Soon afterwards he returned to the United States and there he arranged to work for both the University of California and for the California Institute of Technology. However, before he took up these appointments, a fellowship from the International Education Board enabled him to work with Ehrenfest, Kramers and Pauli.

When he returned to California, Oppenheimer settled to teaching and research. At Berkeley he was the youngest of a family of quantum mechanics, but the most with "wild" experiments. Ernest Lawrence and his students were building the first cyclotrons, a type of particle accelerator they had designed. At Caltech, Oppenheimer was asked to make important discoveries like that of the positive electron.

It was an exciting era in physics and Oppenheimer's great accomplishment was to create a group of theoretical physicists who were able to take the United States to the forefront of the field. As often happens with the founder of a school, Oppenheimer was admired by his students, some of whom fol-



J. Robert Oppenheimer in 1926 or 1927

lowed his annual migration to Pasadena. The letters written by Oppenheimer in this period do convey the excitement of the time and give some insights, but no more than that, into the growth of the physics department at Berkeley.

A noticeable gap in the record left by the letters concerns Oppenheimer's political interests in the late 1930s. It was his radical interests and the people he met because of them that provided some of the evidence against him which led the Atomic Energy Commission to withdraw his security clearance in 1954. Oppenheimer explained at the Commission's hearings that his interest in politics began around 1936, partly because of the treatment of Jews in Germany but also because of the effect of the Depression on his studies who had found it difficult to find work.

The late 1930s were interesting, too, for physicists. The discovery of the meson (now muon) stimulated Oppenheimer's interest in cosmic rays. But the discovery that was more significant was that of quantum fission made by Hans Bethe and others late in 1938. A few days after learning about fission, Oppenheimer excitedly wrote to George Uhlenbeck claiming that "a ten cent cuba of uranium fission" might very well blow

For various reasons, in the United States progress in designing

a fission bomb was slow in the next year or two. Oppenheimer was not directly involved in the work. But after the United States entered the war, the work was more urgent and Oppenheimer became responsible for a small group working on the theory of the atomic bomb. Late in 1942 General Leslie R. Groves took charge of the Manhattan Engineer District, so the bomb project was called. Some of his first decisions were to centralize the work on bomb design in a new laboratory, headed by Oppenheimer. The laboratory would be sited at Los Alamos in New Mexico, an area Oppenheimer knew well.

The letters from the Los Alamos years testify to the varied work that Oppenheimer had to organize at the laboratory as well as to the qualities that made him successful as its director. Many letters refer to problems of physics but others reveal the details that had to be sorted out before a motley collection of civilians and military personnel would work well together. Salaries had to be fixed and bathrooms allocated. The atmosphere at Los Alamos comes across strongly from the editorial commentary and must owe much to Alice Kimball Smith's own stay there.

In late July and early August 1945, one bomb was tested in New Mexico and two others used at Hiroshima and Nagasaki. With the technical success of the laboratory demonstrated to the world and the pressures of war gone, the doubts that had been submerged in the frantic rush to build the bomb now came to the surface. Oppenheimer was well placed to appreciate the problems. On the one hand he shared the concerns of the scientists who were worried about the way the weapon they had created had been used or might be used in the future. But Oppenheimer also served on a committee to advise the Secretary of War about post-war atomic matters and knew the views of the people who would make government policy. The conflicts between these different interests came across strongly from one of the last pieces in the book, a speech given by Oppenheimer in November 1945 to the Association of Los Alamos Scientists soon after he had resigned as director of the laboratory. He had come a long way from the shy undergraduate with an interest in crystals.

Alan Q. Morton

Alan Q. Morton is assistant keeper in the department of physics at the Science Museum, London.

## Plasma physics

Fundamentals of Plasma Physics  
by V. B. Golant, A. P. Zhilinskii and I. E. Sukhorov  
Wiley, £21.10  
ISBN 0 471 04593 4

There seem to be two basic approaches to the pedagogic presentation of plasma physics: in my experience the more common method is to start with individual particles and their motions in external fields, and develop the idea of the motion of an ensemble of non-interacting particles, and finally introduce later particle collisions as a perturbation. This book very firmly takes the opposite course: a plasma is initially considered as a gas of strongly interacting particles with collisions the dominant influence on the motion, while external electric and magnetic fields are introduced later as perturbations. The approach is not until two-thirds of the way through the book do we encounter a discussion of the motion of isolated particles in magnetic fields. This book is of more direct interest to those working with gas discharges and similarly weakly ionized plasmas than to those in the fusion field. Nevertheless, it is easy to forget the virtually all plasmas have their origin in some kind of gas discharge, and the approach of this book is a considerable value as a corrective to the usual one.

The approach is almost exclusively theoretical (rather characteristically, the only experimental results quoted in the whole book are measurements of scattering cross-section of electrons in helium at some other gases), and the development is careful and precise; its intuitive approach has no peer here. This precision extends to a title: whereas in many reviews I have seen the title "Fundamentals of Plasma Physics" quoted, this book is titled "Fundamentals of Plasma Physics". This is not a book for a student coming fresh to plasma physics; it is for one who has gained an initial understanding of the subject and wishes for his own intellectual satisfaction to see the development laid out clearly and logically.

The title "Fundamentals" is set out in that the book does not go on to be a comprehensive text on plasma physics. We are presented with a highly detailed account of the motion of individual particles in external fields, and the motion of an ensemble of particles in external fields, and the motion of an ensemble of particles in external fields. The book is a valuable addition to the literature on plasma physics, and its approach is a valuable corrective to the usual one.

Alan Q. Morton

Alan Q. Morton is assistant keeper in the department of physics at the Science Museum, London.

## Notions of computation

Computability: an introduction to recursive function theory  
by R. J. Cutland  
Cambridge University Press, £20.00 and £6.75  
ISBN 0 521 22364 9 and 29465 7

Recursive function theory—or as it is more generally known today, "recursion theory"—is the mathematical theory of those operations which we conceive as being performed in principle by machines which compute in a deterministic "step-by-step" fashion. Thus the general setting for the theory of "computability" is on the one hand a rich and varied branch of pure mathematics, and on the other a branch of applied mathematics, computer science, and the theory of algorithms. Through its analysis of the fundamental notion of "computation" and the sophisticated techniques which have subsequently evolved from it, recursion theory has become an indispensable tool in the foundations of mathematics, computer science, and the theory of algorithms. Through its analysis of the fundamental notion of "computation" and the sophisticated techniques which have subsequently evolved from it, recursion theory has become an indispensable tool in the foundations of mathematics, computer science, and the theory of algorithms.

The subject fully merits some place in today's undergraduate mathematics (and computer science) curriculum, possessing as it does a high degree of relevance, a wide range of applicability, and at the same time a distinctive mathematical flavour of its own. However, there has until now been a lack of any really suitable textbook for such a course—that is, a book written specifically for the second-year or first-year undergraduate, giving a detailed up-to-date account of the general theory and pointing out its applications and the directions

of present-day research. Dr Cutland's book, based on his lectures at Hull University, fills this gap admirably and promises to become a standard and widely used text.

The book falls quite naturally into two parts. Chapters one to five cover the basic theory of computable (partial recursive) functions as far as the Gödel numbering of programs and machine states, and the resulting normal form theorem. Chapter six discusses some immediate applications: to questions of decidability; to the undecidability of the halting problem (the question of whether or not a program, operating on a given input, will ever stop) is dealt with in some detail and generally the undecidability of validity in the predicate calculus is treated neatly in terms of the author's chosen model of a computer. Sturm's algorithm is used to compute the number of zeros of a polynomial over the rationals, and the undecidability of the word problem for groups and Matijevic's 1970 proof of Hilbert's tenth problem are both mentioned briefly.

These early chapters provide plentiful material for an introductory course on computability, there being no prerequisites other than a basic mathematical maturity which the second-year student should possess. The feature of this part of the subject is that it is clearly motivated by a single fundamental question: "How successfully can we capture, in terms of a precise mathematical definition, our intuitive concept of a computable function?" Dr Cutland bases his approach on what, in my experience, is by far the simplest and most easily understood model of computing—that is, the Turing machine. The notion of an unlimited register machine (URM), the main closure properties of the URM-computable functions are developed carefully in chapter two, with many useful examples and exercises illustrating the breadth of the notion. Chapter three sketches out the equivalence of the URM-computability with various

other well-known approaches before collecting together the evidence supporting Church's thesis: the intuitive idea of computability coincides exactly with the precise concept of URM-computability.

The second half of the book consists of six chapters developing more advanced topics, a selection of which would form a good final-year undergraduate or first-year graduate level course on recursion theory. The items covered here are recursively enumerable sets, their application to Gödel's incompleteness theorem, many-one reducibility and relative recursiveness, effective operators, Kleene's first and second recursion theorems and their respective applications to the semantics of programming languages and the many-one equivalence of recursive sets, and finally the complexity of computation, a topic which, despite its technical difficulty, students seem to find particularly stimulating.

There are one or two points at which the treatment falls a little short. In particular the section on Turing degrees could most usefully have been expanded to include a discussion of the arithmetical hierarchy, its characterization in terms of the jump operator, and also one or two basic degree constructions which, after all, are the "bread and butter" of modern recursion theory. However, this is a relatively minor criticism of a book expressly designed as a stepping-stone to more advanced work. The final chapter does give some useful references and suggestions for further study.

Dr Cutland has produced here an excellent and much-needed textbook which will undoubtedly help in establishing recursion theory as more widely taught branch of mainstream mathematics.

S. S. Wainer

S. S. Wainer is lecturer in pure mathematics at the University of Leeds.

## Applicable probability theory

Probability Models and Applications  
by Ingram Olkin, Leon J. Glesser and Cyrus Derman  
McGraw-Hill, £13.50  
ISBN 0 02 389230 7

Until about the middle of the present century the professional statistician was a rare bird, and the professional probabilist even rarer. Both professions, however, have become much more common in the last few decades. The book is a valuable addition to the literature on probability theory, and its approach is a valuable corrective to the usual one.

The book should be read by all who are interested in probability theory, and its approach is a valuable corrective to the usual one. The book is a valuable addition to the literature on probability theory, and its approach is a valuable corrective to the usual one.

The book is a valuable addition to the literature on probability theory, and its approach is a valuable corrective to the usual one. The book is a valuable addition to the literature on probability theory, and its approach is a valuable corrective to the usual one.

M. G. Rushbrooke

M. G. Rushbrooke is professor of physics at the University of Manchester, Manchester, Institute of Science and Technology.

J. S. N. Elvey

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## Partial differential equations

Partial Differential Equations  
by W. E. Williams  
Clarendon Press, Oxford University Press, £15.00 and £7.50  
ISBN 0 19 859 632 4 and 633 2

This book is intended to provide a fairly detailed introduction to partial differential equations for first-year undergraduate and first-year postgraduate mathematics students. The treatment is entirely theoretical, by numerical calculation, and is intended to provide a fairly detailed introduction to partial differential equations for first-year undergraduate and first-year postgraduate mathematics students. The treatment is entirely theoretical, by numerical calculation, and is intended to provide a fairly detailed introduction to partial differential equations for first-year undergraduate and first-year postgraduate mathematics students.

No use is made of either of the functional analysis, or of generalized functions, beyond formal use of Green's functions, which, along with weak solutions (for example, piecewise continuous solutions separated by shocks), non-characteristic curves across which discontinuities in solutions occur, are used frequently. Even function theory, in

hardly required, so that, for example, integral operator methods are not mentioned, and no sharp bounds on solutions are derived. The introduction includes a sketch of variational formulations of partial differential equations, and of the construction, by superposition of special Fourier series, of solutions satisfying common boundary conditions. The question of well-posedness is raised only in passing, which is unfortunate, as many basic mathematical procedures lead to ill-posed equations, and outbursts of generalized functions of solutions can be given (see, for example, the book by G. Birkhoff (1978) and the book by G. Birkhoff (1977)).

The next two chapters treat, respectively, first-order (nonlinear, and second-order, linear, equations. Among the non-standard topics covered are quasi-linear equations and weak solutions. The canonical classification of second-order equations is followed by a discussion of boundary conditions for the Laplace and wave equations, and also included here. Chapter four, five is accomplished most successfully (especially for problems involving characteristics).

No use is made of either of the functional analysis, or of generalized functions, beyond formal use of Green's functions, which, along with weak solutions (for example, piecewise continuous solutions separated by shocks), non-characteristic curves across which discontinuities in solutions occur, are used frequently. Even function theory, in

E + A. w. Various conditions are given for the eigenvalues of B to be positive, and it is shown that eigenfunctions for distinct eigenvalues are orthogonal with weight function w. Green's functions are introduced, as "singular solutions of Laplace's equation" (and determined in comparatively simple cases) and some of their properties are discussed. Finally, brief remarks are made on weak solutions. For hyperbolic equations, an extension of the Cauchy-Kovalevsky result is proved and other types of boundary data are also considered. Both Riemann's method and the (equivalent) extension to hyperbolic operators of Green's functions, as described (for the wave equation) with examples, and there is, again, a brief discussion of weak solutions (for non-singular operators).

The treatment of parabolic operators concentrates on the heat equation, with only a few comments on parabolicity and uniqueness problems, and extensions to more general operators. In chapter seven, the analytical techniques customarily lumped together as "Fourier's method" are considered using separation of variables. It would have been useful to refer to Green's functions for separability (for example, in the books of Morse and Feshbach (1953), and Miller (1977), in which the Lie group approach is used). The material is standard, but well presented, with examples.

Chapter eight, devoted to elliptic equations, contains more than two independent variables, the regularity theory of

joined—with due attention to differences as well as similarities. After this, comes a concise account of systems of partial differential equations in two variables, including their possible "radiation" single, higher-order equations, with some emphasis on quasi-linear hyperbolic systems, which have applications in gas dynamics and in the study of water waves. Finally, in chapter 11, the best sketch is given of some numerical approximation techniques, including the methods of: finite differences, characteristics, finite elements, and boundary elements (using associated integral equations). Adequate references are given.

The presentation is informal, but not sloppy, with full explanations. Unfortunately, diagrams are printed in ordinary type which makes it hard to distinguish them from the main text. As analytical approximations are required ultimately, even in exact methods, some comments on such techniques would have been useful. There are comparatively few exercises, but solutions to all of them are given. As a pointing out, let me observe that symbolic computation systems have reached a level of sophistication where they can be valuable in the study of partial differential equations, a fact that may be reflected in the next generation of textbooks in this area.

J. S. N. Elvey

J. S. N. Elvey is a research mathematician at the University of Manchester, Manchester, Institute of Science and Technology.

## Oxford University Press

## Partial Differential Equations

W.E. Williams

This book discusses the principles of first- and second-order partial differential equations, introducing shock waves and 'weak' solutions. Elliptic, hyperbolic, and parabolic equations are described and Green's functions are used to derive integral representations of solutions for all three classes. The book will be of interest to final-year undergraduates in the mathematical sciences. £15 paper covers £7.50

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E. H. Lloyd

E. H. Lloyd is professor of mathematics at the University of Lancaster.















## Polytechnics continued

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## Laurie Taylor



Yes, thank you nurse. I'm sure that'll be all right. Yes, do leave the blanket. Well, hello Mr. Graddick. Welcome back to the department. Yes, do come in. Can I help you with your coat? There. And your stick? You want to keep that with you. Fine, fine. Now why don't you come over here. No, over here. Thank you. Yes, that's right. No need to hurry. One step at a time. Is fine. More haste, less speed, eh? Now how about this chair here. Let me help you. There. Comfortable? Good. Well, splendid to see you. No difficulty finding the old place?

Damn fool sign.

What's that Mr. Graddick?

Damn fool signs all over the place. Just confuse a man. Didn't need them in my day. Found our own way.

Quite. Well I expect you'll have noticed quite a lot of changes since you were last here. Lots more students and buildings.

Damn fool machines everywhere. Yes, yes. How true. Another sign of the times Mr. Graddick.

Even machines for cigarettes. The machine for cigarettes.

How much these days?

Five cigarettes? Oh about 70p for 20.

That goes to show doesn't it. In my day you could get ten Woodbines from the corner shop and still walk home with change from sixpence in your pocket.

Yes, indeed. Times have certainly changed.

And damn fool cars everywhere. True enough.

When I was a student you could get the tram from outside the Ritz and ride up here to the university for two pence. No need for those damn fool contraptions. That's the trouble with young people today. More money than sense.

True, true. But don't excite yourself too much Mr. Graddick. Just take it easy. Yes, that's right. Here's your water.

They tell me Professor Myers has passed on.

Yes, yes. Most sad. Before my time. I'm afraid. Oh, must be 15 years ago. But I heard that he went as he wished. Right in the middle of a first-year lecture.

Good thing. Put one on the right line. I was his favourite graduate, you know.

Yes, I believe he was well thought of. A great pity. A great pity. Actually, Mr. Graddick, it was in connection with this sort of error that I wanted to have a word with you.

They don't know the meaning of a word these days.

No, quite. You see the problem is that we have to teach them to read. It's a first-year lecture.

Good thing. Put one on the right line. I was his favourite graduate, you know.

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## LETTERS TO THE EDITOR

## The pay of university teachers

Sir,—I do not really mind getting gratuitous advice in your editorials on how AUT should handle its pay problems, but please tell me what you think we should do.

You say that the AUT and the University Authorities Panel should act quickly to prevent university teachers' income being engulfed in the 6 per cent incomes policy, and perhaps it might be useful to say what steps have been taken.

First, both the AUT and the UAP put forward proposals during the substitute Clegg negotiations in July to try to settle the October 1980 pay rates at the autumn time. This was flatly refused and turned down by the Government.

Second, AUT thereupon submitted

its October 1980 claim three days after the Clegg settlement was made.

Third, we have made representations formally and informally to the DES for an early settlement.

Fourth, we made representations in the Secretary of State pointing out that the bulk of the October 1980 pay settlement would fall in the 1980-81 cash limit year and should be treated in that light.

Fifth, we made moves in political circles to try to resolve the issue.

Sixth, perhaps I should stop here since I could fill a whole page with details of the various moves we have made and short of the AUT being able to turn off the nation's power tonight or stopping the trains tomorrow, it is difficult

to see what else could have been achieved.

I think perhaps that *THE TIMES* should be more aware of the fact that what will happen to university teachers' pay (as with the firemen and other groups) will be as a result of direct political action and force majeure on the part of the Government.

The merits of cases are not really considered. Undertakings are not honoured and cynicism prevails. The issue goes far wider than the universities or indeed higher education and the sooner everyone learns this lesson the better.

Yours sincerely,  
LAURIE TAYLOR  
General Secretary, Association of University Teachers, Peimbridge Road, London, W.11.

## South Africa 'whitewash'

Sir,—If the summary of the Witwatersrand University's correspondence (*THE TIMES* October 21) is a "whitewash" of the conditions in South Africa.

There is a clear failure to face the realities of a country now at war. The war is being fought by the white population against the black population.

On your correspondent's admission, currently 90 per cent of the students at Wit are white. This is a country where 80 per cent of the total population are black. The statistics which prove the imbalance of the apartheid system are not mentioned.

There is a clear danger of people in this country becoming complacent over the relative importance of the apartheid system.

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## Why UGC intervention is right

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## Of cinemas, time-sheets and anxiety



William Taylor

Lunching the other Monday with a recently retired academic I enquired what he was doing that afternoon. "Going to the cinema," he replied. "What could he be doing at such a time?" I asked. "Why should retirement make me alter the habits of a lifetime?"

Perhaps he was not joking. Monday afternoon may indeed have been his regular time for filmgoing. After all, he had usually taught part-time students at least two evenings a week, frequently worked through most of the weekend, keeping up with the literature of his subject, updating lectures, drafting papers and dealing with the administration of that inevitably falls to a head of department. In all that he has done, he has been a man of many parts.

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colleges. Against this, the final recommendations, which propose greater autonomy for all institutions, are greatly to be welcomed. They seek to generalize the best rather than the worst aspects of existing arrangements.

That some changes in the present arrangements for the management and funding of higher education are needed there is no doubt. A mess has been left in the wake of the abolition of the separate teacher education sector. In particular, pooling and economic stringency add to the problems that arise in running the one hand, course approval, involving local authorities, regional advisory councils and regional staff inspectors end, on the other, the academic validation undertaken by CNA, the universities and professional validating agencies.

The separation of resource distribution and validating functions worked reasonably well when expansion was the norm and it was a matter of deciding who got the extras. Such separation is much more problematic when there is no growth or contraction is impending. Given the uncertainties and unintended outcomes likely to be created by over-reliance on market, demand-based coordination in a period of demographic decline, we might have seen a more radical solution. The Australians did several years ago create a Higher Education Commission with separate university, polytechnic and college councils and fund the whole thing as a national service which could also answer the needs of the economy. We might have already not a proper recognition of the plural rather than the binary nature of the system—something to which the Select Committee attaches importance—which also recognizes the distinctive history, traditions and tasks of the institutions concerned.

But I cannot see this happening under local authority auspices. Wrong and unfair as it may be, the possibility of local authority intervention to a university man or woman, and the image of the university is not a good one. It is not a good one. It is not a good one.

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## The devaluing of the FCS

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